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ABSTRACT

This study describes the development of an innovative instructional technique, peculiar to television, that presents information in a dramatic form through televised skits. Primary concerns of the project were the measurement of student attitudes toward receiving instructional television material in skit form, the measurement of the amount of learning that occurred as a result of viewing the skit-lectures, and the development of a systematic approach for producing the televised lessons. Two expository lectures comprising all instructional information delivered by the television teacher, each containing two segments of 33 to 35 minutes, were produced as the control lessons. Identical lectures, each containing six or seven 2 to 5 minute skits, were produced as the experimental lessons. A survey solicited student attitudes toward receiving information in skit form, and four 10-question multiple-choice tests were constructed to measure learning. The attitude survey indicated that students had a positive attitude toward learning from skits, that they found them enjoyable, and that the skit content was easy to learn. T-test data showed that students learned as much from the skit-lectures as they did from the expository-lectures.
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THE USE OF THEATRICAL SKITS IN INSTRUCTIONAL TELEVISION LECTURES: A COMPARATIVE STUDY

by

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PREFACE

This study, funded in part by the Faculty Research Awards and Fellowships Program in January, 1975, is a culmination of over eight years of work. Prior to this formal research project, an informal study was conducted in a Business Communications course where skits were used as part of the televised instruction. The students rated the use of skits the highest of all the rated items. The results of the informal study gave the researchers the impetus to pursue further study of the innovative use of skit lectures in televised instruction.

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Appreciation is given to the television teacher, Professor Phillip A. Sinclair of the University of Toledo Community and Technical College, who wrote and presented the eight television lectures. Professor Sinclair repeatedly taught the Marketing course for three years to provide the necessary data for this study. Appreciation is also extended to David E. Kennedy, who assisted in the research design and analyzed and interpreted the statistical data. Mr. Kennedy was a Lecturer at The Bowling Green State University during the time the Director of the project was writing the study. And last, my personal appreciation to my loving wife, Bonnie, who managed to cope with all of my frustrations and problems during the time this study was being conducted and written.

F.R. (Bud) Koontz, Project Director
December, 1978

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Chapter I

INTRODUCTION

The student of today has an awesome responsibility to get the necessary educational training to prepare for life's work in our complex society. He must learn more, have more educational experiences and take more courses in a shorter period of time to keep up with the constantly changing and expanding technology. Instructional television, in part, has been employed to meet some of these essential educational needs by bringing the realia of our complex society into the classroom in a way that would not otherwise be possible. "The sole purpose of using television is to make teaching and learning better than they are without television, to expand the scope and depth of education. . . ."[1] But for all the investment of money, time and effort, for all the instructional television departments available, for all the research results showing no significant difference in learning when television is used, for the mediated instructional experience available at all educational levels, instructional television is still peripheral to instruction, and is still too sparingly employed, particularly in higher education. Faculties are generally

apathetic toward its use.[2] "The quality of the instructional television program is still hampered by a lack of sufficient and intelligent academic and professional media input, as well as by unrealistic budgets. . . ."[3]

It is singularly evident there are only isolated cases of television being used for instructional purposes employing a systems design approach containing content specialists, instructional designers, producers, writers, researchers, film, graphic, audio, print and design specialists, etc., to work on an individual ITV series.[4] And sadly this type of programming will only be viewed by a small audience.

Television used for instruction has been researched more than any teaching tool yet innovated. Millions have been spent acquiring information describing what happens when television is used as a teaching device.[5] The effectiveness of television has now been demonstrated in hundreds of separate comparisons conducted in many parts of the world at levels from pre-school to adult education using a great variety of methods and subject matter.[6] There is no longer any doubt that children and adults learn a great amount from instructional television.[7] Summaries from research show that in the majority of comparative studies, there is no significant difference between learning from television and learning from conventional classroom teaching. Where there is significant difference, it

is likely to be in favor of televised instruction.[8] Research also suggests there are several cases in which televised instruction has increased learning and the number of such cases appears greater than would be expected by chance.[9] One of the significant findings about the literature is that the teachers who instruct on television put additional time into the preparation of their lessons regardless of whether it is televised on open or closed circuit. The television lesson is nevertheless in full view for both students as well as the teacher's colleagues. The additional preparation, therefore, does appear to make a difference in the quality of the instruction and the amount of learning that takes place.[10]

Most research studies involving the use of television for instructional purposes from the early 1950's until the mid-1960's were comparisons of live instructional activity in the classroom with the same live and/or video taped instruction using television. There were very few attempts during this period to investigate the unique qualities television may possess for instruction.[11] Most research facts were difficult to obtain due to the lack of publication. Most research was available only in mimeographed reports.[12] It was not until 1955 that the first compilation study was completed by Kumata[13] who found research answers to contemporary questions of that time. Kumata concluded in part

that television students do as well as conventionally taught students; that students do learn from television; and that students' attitudes toward television should be interpreted cautiously.[14] Also included in this report was an extensive bibliography and synopsis of pertinent literature.[15] In 1959, Holmes[16] compiled a similar study that surveyed practically every known instructional research study dealing with instructional television. This study provided other researchers and practitioners with pertinent factual information that could be applied and used to some extent to design instructional software.

Instructional television then had an accelerated growth rate beginning in the mid-1960's due to the tremendous increase in student population.[17] Investigations during this era were still primarily interested in the basic question: does learning occur when television is used as a teaching tool? This research was also encouraged by skeptics and by those in the teaching profession who felt threatened by this new teaching device. In 1968 Chu and Schramm[18] published a third study combining the findings of Kumata and Holmes plus contemporary research. For the first time, research findings were grouped into specific categories with a description of the problems, a brief review of the available literature and conclusions.

Despite the availability of studies and their specific conclusions, the production of instructional television did not improve with programming techniques and practices. Instructional television was differentiated from commercial programs by being placed into the category of "non-entertainment." This designation unfortunately was generally true. Instructional programs or telelessons, as they are occasionally called, are frequently dull, boring, and pedantic.[19] Too many ITV programs are little more than "talking heads" - that is, the television instructor reciting a lecture that could be read in a mimeographed report or a book.[20] Writing a lecture as a television lesson requires good organization of content material and interesting support material.[21] Not all ITV programs, fortunately, can be judged as dull. Some lesson content is highly interesting and maintains student attention. The purpose and setting customarily linked to traditional concepts of an educational format are responsible for the frequent dreary quality.[22]

> In many ways, ITV (because it is free of the strictures of commercial broadcasting) is one of the freest places in the world of modern communications for innovations. But in the fusion of educational practice and television techniques, most ITV lessons will follow general formats which represent, in fact, an attempt by telecasters to emulate "tried and true" educational procedures.[23]

There are only a "small number of studies dealing with

production variables or variation in methods of organizing and presenting the program content."[24] The vast majority of studies have been concerned with comparisons of overall effectiveness and not with researching television's own virtues by varying presentation methods.[25] However the "two far-reaching substantive and impressive success stories, the Children's Television Workshop and the British Open University, are serving as harbingers to those laboring in the electronic and educational vineyards as models for future development."[26]

> Through 'Sesame Street' and 'The Electric Company' CTW has given ITV three important legacies. First, CTW showed academicians, administrators and funding agencies that a major capital investment in design and production is necessary to achieve quality courseware. Secondly, CTW was the first to depart from the televised instruction format - where television was an add-on to content treatment - to adopt an instructional television process designed specifically to the medium. And thirdly, CTW showed that content, research and professional production can be effectively combined.[27]

"'Sesame Street' was created with the aim of preparing children for school."[28] From the beginning, the members of CTW were concerned that the proposed show be primarily intellectual in content but use entertainment as a means for presenting the information.[29]

> Despite criticism, "Sesame Street" was evaluated as highly successful in terms of its stated goals. The program deserves far more than mere justification; it broke the ground in educational programming. . . . 'Sesame Street', therefore, should not be considered a blueprint for future programs; rather, it is a model of the creativity and innovation that will be required if

> television is to realize its potential. . . . Television can be a vital force in awakening the interests of children, but to do the job correctly, the creators of the TV programs, as well as educators and parents, must work toward the same goals, reinforcing and building upon contributions for other sources.[30]

An out-growth of the Children's Television Workshop was the reading program "Electric Company". It too used entertainment as a means of conveying information. The experiments conducted to assess the effects of in-school viewing were concluded with positive results.[31]

The second success story comes from Great Britain's Open University.

> The initial and continuing success of the British Open University are likewise an ITV milestone, and serve as a prime stimulant to renewed interest of higher education in the media and to oepn learning, planning and development in every section of the United States. The OU course development team, which brings academicians, instructional designers and media professionals together to develop mediated instruction addressing specific educational objectives will be emulated for years to come.[32]

The success of the British Open University prompted a similar system in the United States. The University of Mid-America was incorporated in July of 1974 on a non-profit basis specifically to undertake the regional production and dissemination of open learning courseware. The University of Mid-America is not a university in the usual sense since it has no resident faculty or campus. It has no external degree program and offers no credit.[33]

> UMA has a specially designed course development process, which includes different approaches to both design and team composition.
>
> The complete and systematic instructional design procedure can be summarized in five steps: design, production, field testing, re-design and re-production. A resident content specialist, aided by a senior content advisory panel, is joined by an instructional designer, a producer, writers, a researcher-evaluator and television audio, film, graphic, print and design specialists for the life of the course. This enables content design, production and evaluation to work together creatively as an integrated team.[34]

Need

This new rebirth of research, however, is not particularly aimed at the college and/or university level. "Sesame Street" and the "Electric Company" are specifically designed for pre-school and elementary students. The British Open University and the University of Mid-America are designed for post-secondary education with no campus, resident faculty or degree programs.

There is an urgent need for much research in instructional television presentation variations. "Since 1964, writers have continued to stress the need for research into the effectiveness of television presentation techniques."[35] In 1966, a report issued by Leeds University Centre for television research concluded, "there is still lacking, however, a set of principles, verified by research, to which planners and producers of educational programmes can refer for guidance in selecting and organizing teaching materials for television presentations."[36] In addition,

> Mielke (1968) observed that a television producer would not find a goldmine of production principles in the research literature. He emphasized that the poverty of research dealing with television production strategies stood in striking contrast to the plethora of gross media effectiveness comparisons that left message treatment variables unanalyzed.[37]

After Chu and Schramm analyzed hundreds of research studies concerned with teaching by television up to 1968, the vital question still remaining was how to teach most effectively by television.[38]

Statement of Problem

One instructional television technique sparingly studied has been the use of drama incorporated into the presentation. "The power of the drama to sharpen and give immediacy to information has been little explored. . . ."[39] However, television, by virtue of its ability to incorporate numerous resources in a single television lesson, may very well stimulate the use of drama in the teaching/learning process.[40]

This study explores the development of an innovative instructional technique, peculiar to television, that presents information in a dramatic form that is intended to be more interesting and attention compelling than traditional forms of presentations.

Instructional television is naturally suited for innovative teaching techniques that cannot be incorporated into

traditional classroom teaching or other forms of mediated instruction. Television transcends the boundaries of time and place, and can present realistic settings. A unique example of incorporating drama into instructional television is the series "Practical Politics" produced by the 21 Inch Classroom.[41] This series of four fifteen-minute programs tells a story of a young candidate campaigning for the office of state representative. Each program presents a problem to be solved. The story, however, ends at the point where a decision must be made. The class then discusses the problem and offers its own solution.[42]

This series was purposely designed to make students aware of the political process and indicate how individuals can participate. It was also designed to stimulate thinking and discussion.[43]

Televised drama was chosen, in this case, as the medium which best showed character motives, interplay between characters and the essential humanness of political action.[44] By watching these programs the student had the opportunity to come closer to the realities of practical politics and to realize some of the underlying problems of political life.[45]

Hence, the use of drama can create excitement and bring reality to televised lessons. The medium can and does affect students as they learn from it.[46] "Properly

designed and utilized instructional media can make students happy, excited, interested, even creative. Media influences a whole realm of subjective behaviors that psychologists call attitudes."[47] The comparison of events and information that is part of the dramaturgical style, allows the audience to witness events played out in minutes which might have taken days or years to be played out in real life. The life process is unemphatic, while drama is emphatic.[48]

Drama Defined

"The word drama comes from the Greek, 'to act or to do.' In a formal sense, a drama refers to a one-act or full-length play . . ."[49] "Drama is heightened life. It is a comparison of the most important elements of a situation."[50] Drama also is essentially a communication process, in which both the participant and spectator are engaged.[51] The subject matter of drama is generally stirring and attention compelling and as such, is not easily forgotten. The observer or audience is likely to retain a great deal from a dramatized experience in which he is absorbed. Dramatizations may be memorable communications or events that constitute rich experiences.[52]

Drama used in a television lesson would be written essentially in the same traditional dramaturgical style with

variations and modifications to make this type of drama suitable for purposes of televised instruction.

Drama written for a typical ITV lesson would be short (2-5 minutes), and would present a single concept in a simplified plot. The particular content of the lesson chosen for dramatization must be suitable for dialogue. The conflict typically found in drama would be eliminated since the primary concern of the skit would be to teach concepts rather than resolve character conflicts. Thus the skit would move quickly from the exposition to the resolution without the traditional stages of conflict, complication and climax. If a conflict is needed for purposes of stimulation and/or gaining attention, time limitations would reduce the conflict to a minimum allowing more time for the development of the resolution where the content would be taught.

Survey of Literature

The compilation studies by Holmes[53] in 1959 and Chu and Schramm[54] in 1968 contain much information about students' feelings toward ITV and about the amount they learn from ITV presentations.

In reference to students' attitudes, Holmes concluded the following:

> Face-to-face interaction produces more positive changes in group structure, attitudes, and socialization

than does one-way television, but television can stimulate and enhance the process.

In gross comparisons between "television" and "conventional" conditions, the majority of students prefer conventional conditions.

Most studies indicate that students' opinions of television became more favorable after exposure than they were before exposure.

There is a positive relationship between preference and the communication conditions to which students were exposed.

Students generally prefer "highly visualized" rather than "simple" television presentations.

Students prefer separate periods of television presentations and conventional discussion conditions, rather than splitting a single period for a short television presentation and a short discussion.

In the opinion of students, small classes are more important than the Communication conditions, i.e., they prefer small one-way television receiving rooms to large lecture halls.

Students prefer to have lecture notes provided under all Communication conditions, although this is of relatively minor importance compared to the instructor and class size.

In the opinion of students, "known" or experienced instructors are more important than the Communication conditions, i.e., they would rather receive television presentations from an experienced instructor, than have inexperienced instructor in a conventional classroom.

There is a positive relationship between students' opinions of the instructor and their opinions of the Communication conditions.

Instructors are greater indices of student learning than are the Communication conditions.

The intelligence of the student is a greater predictor of information gain than are the Communication conditions.

There is no relationship between students' failure to complete a course and the Communication conditions, i.e., television does not cause a greater "drop-out" rate.

Students' attitudes toward "television" are more accurately described as attitudes toward other elements involved in the teaching-learning process, e.g., the Instructor, the Situation, and the Content.[55]

Chu and Schramm drew these conclusions:

Teachers and pupils are more favorable toward the use of instructional television in elementary school than in secondary school and college.

At the college level, students tend to prefer small discussion classes to television classes, television classes to large lecture classes.

There is evidence of a Hawthorne effect among students beginning to use instructional television, but no firm evidence that attitudes toward the medium necessarily improve or worsen with time.

Favorable attitudes are distributed widely enough among different televised courses to cast doubt on the assumption that some academic subjects, per se, may be disliked as material for instructional television.

Liking instructional television is not always correlated with learning from it.

Among the factors that determine teachers' attitudes toward instructional television are (a) how they perceive the degree of threat to the classroom teacher; (b) how they estimate the likelihood of mechanized instruction replacing direct contact with students; (c) how they estimate the effectiveness of instructional television; (d) the difficulties they see in the way of using modern techniques; (e) how conservative they are, and whether they trust or distrust educational experimentation.

Among the factors that determine pupils' attitudes toward instructional television are (a) how much contact they think they will have with a teacher; (b) how they compare the relative abilities of the studio and classroom teachers; (c) whether they find instructional television boring or interesting; (d) the nature of the televised programs they have seen; (e) the conditions of viewing.[56]

The second part of this research study is concerned with learning that occurs when viewing a television lecture containing skits. Holmes concluded the following about learning from television:

Students, who received Content by means of television, evidenced Learning in every type examined; (1) Cognitive structure (achievement and critical thinking), (2) Motivation (like or dislike), (3) Group belongingness (socialization, authoritarianism), and (4) Psychomotor skills.

The overwhelming majority (almost 90%) of gross comparisons between television and conventional Communication conditions show no substantial differences in achievement and information gain.

The relatively few comparisons which have indicated differences in achievement and information gain show

that: (1) small-discussion type classes are slightly favored over one-way television, (2) one-way television is slightly favored over large-lecture type classes, (3) small-discussion type classes are greatly favored over television with audio feedback, (4) small-discussion type originating room is about equal to television with audio feedback, (5) small-discussion type is favored over small-discussion type originating room, and (6) one-way television is slightly favored over printed material.

For the presentation of information, the straight talk lecture produces greater information gain than does a discussion, in which students do not actively participate but merely observe.

An equivalent or greater gain in information can be effected in a shorter period of time when the Content is presented by means of television, compared to conventional conditions.

When immediate post-tests are administered, students generally exhibit the same or greater information gain under television conditions as they do under conventional conditions.

No definite conclusions can be reached as to which portion of a television presentation produces the greatest achievement: first, middle, or last.

There is no specific guide as to how much information can be contained in a television presentation and learned by students.

There are no significant differences in information gain attributable to the size of the receiving room, when the total of students per receiver approximately equals in number the screen size in inches.

There are no significant differences in achievement among students placed in the front, middle, or rear of a television receiving room, when the minimum distance from the screen is approximately screen size expressed in feet.

There is no significant difference in students' attendance patterns between conventional and television classroom conditions.

Greater achievement is shown on information tests by students who receive "simple" television presentations, as compared to "highly visualized" presentations.

When both television and conventional presentations are "maximized," there is an indication that television produces greater information gain, but for the most part there are no significant differences.

There is strong evidence that tests measure principally verbal Content, and that visual tests are needed to measure visual content.

No significant differences in achievement resulted from the amount of supervision in the receiving room, from full-time to none at all.

Low group students, who are given more time for presentation, score as well as high groups given a shorter

television presentation.

Low group students, who are given a refresher of the Content, score as well as high groups which do not receive a refresher.

No significant differences were evidenced between males and females due to receiving information under television or conventional conditions.

Auding ability produced no significant differences in achievement under conventional or television conditions.

Groups of high socioeconomic status learned more than low groups under television conditions.

There is significantly greater gain in critical thinking and problem-solving under conventional conditions than there is under one-way television, particularly for high intelligence students.

Students' concept of Content can be changed through television presentations.

Television students develop psychomotor skills as well as conventionally taught students, providing that they have equal access to any equipment which is to be manipulated.

There is little relationship between students' information gain, and their attitudes toward the Communication conditions.[57]

Chu and Schramm drew these conclusions concerning student learning when television was used for instructional purposes:

> Given favorable conditions, children learn efficiently from instructional television.
>
> By and large, instructional television can more easily be used effectively for primary and secondary school students than for college students.
>
> So far as we can tell from present evidence, television can be used efficiently to teach any subject matter where one-way communication will contribute to learning.[58]

Rock, Duva and Murry (1950a) in their study to measure information gain compared (1) television and local instruction; (2) television and television recordings or kinescopes; and (3) television recordings and local instruction.[59] Approximately 350 Naval Officer Pilots and 350 enlisted Naval Airmen participated in the study.[60] The men were divided into three groups. One group of Naval

Air Reservists watched live television programs broadcast from a special network. The second group of trainees saw kinescope recordings of the same television program. The third group received conventional classroom instruction based on the same lesson plans as the television programs.[61] Two series of eight lessons each were used in the experimental training program. One series was a refresher course for officer pilots, the other basic training course for enlisted airmen.[62] All trainees were tested immediately before and after each training session.[63]

After each lesson, the trainees were asked to write comments - favorable or unfavorable - about the programs they had just watched. All comments were analyzed by the Evaluation Project Staff.[64]

The results of this study showed: (1) television was as good as or better than local instructors;[65] (2) the kinescope recordings were as good as or better than local instructors;[66] and (3) the kinescope recordings were as good as the "live" television presentations.[67]

To find out why some programs were better than others, the Evaluation Project Staff conducted an analysis of the television programs.[68] The staff suggested that when the instructor talked directly to the trainees and no dramatization was used, the television programs tended to be superior to local instruction. Second, the combination of dramatic action and narration was not as effective as direct narration. However, there were extenuating circumstances that created this suggestion. The researchers reported that

two programs that spent much time dramatizing the lesson material had production problems. There was a lack of connection between what was on the screen and what was on the sound track. The same two programs were also criticized for not showing close-up shots when needed and for not always showing what the instructor was talking about.[69]

There is a lack of evidence, however, on the part of researchers, to suggest direct narration is more effective than dramatization, and the combination of dramatic action and narration is not effective. The purpose of the research project was to measure the effectiveness of instruction by television, television recordings and conventional classroom procedures. It was not designed to evaluate dramaturgical lesson styles. There is no evidence of experimental and/or formal control in the development of lesson styles. For the most part the two dramatically presented lessons were criticized because of production problems and not the dramatic form in which they were presented.

A second study conducted by the same authors (Rock, Duva and Murry, 1950b)[70] measured learning and retention. Eight one-hour lessons were telecast at weekly intervals to more than 3,000 Army Field Force Reservists. All reservists were tested immediately before and after each of eight televised lessons. Tests were designed to measure how much the men learned and how much was remembered from previous lessons.[71]

The telecasts formed a single story called "Command Post" and told how a typical infantry division of the United

States Army helped to repel a hypothetical invasion. Professional actors presented the narrative parts which explained different phases of the encounter.[72]

The researchers concluded that television was a good teaching method and that the subjects tested did retain the presented information.[73]

The Television Evaluation Project Staff suggested, after analyzing the television program, "NARRATION PLUS MEANINGFUL FILM and NARRATION COMBINED WITH DRAMA showed the largest amount of gain, indicating that the most learning takes place when the visual presentation supplements the meaning of the narration."[74]

The researchers in this second study reversed their earlier suggestion that the combination of dramatic action and narration was not as effective as direct narration.[75] In this second study, the researchers stressed that narration combined with drama showed the largest amount of information gain indicating that maximum learning does take place when the "visual presentation supplements the meaning of the material."[76]

As in the first report of Rock, Duva and Murry, this study was designed to evaluate learning and retention and not to measure lesson variation. The dramaturgical lesson style was not experimentally controlled in its preparation or testing. The data collected to evaluate this lesson style were obtained from subject comments that should not be considered reliable.[77] The suggestions drawn in either of

these studies concerning dramaturgical presentation style, should be limited to these two particular studies.

Blain (1956)[78] studied the effectiveness of presentation types using expository narration and personalized-dramatic narration on the learning of factual information related to the life cycle of the Monarch butterfly, which was presented to fifth and eighth grade students.[79]

The researcher set up guidelines for each type of narrative style. For example, the expository narration omitted words, phrases or sentences that might have involved the viewer in the action on the screen or which would give the viewer a feeling he was part of the action. Phrases were also omitted that would direct the viewer's attention to the visual presentation.[80] This type of narration concerning the caterpillar is exemplified in the following paragraph.

> It crawls to the end of the leaf. Its weight causes the leg to bend down. In this way, the caterpillar hides from its enemies which feed on the leaf.[81]

For the personalized-dramatic narration, Blain used words, phrases, or sentences to involve the viewer in the action and directed the pupils' attention to the visual presentation.[82] An example of this style is listed below:

> Now where's the caterpillar going? Out to the end of the leaf. Down goes the leaf . . . bent down by the caterpillar's weight. What a way to hide from its enemies while it feeds on the leaf.[83]

Blain concluded that the personalized-dramatic narration was found to be significantly more effective with the eighth grade pupils than the more formal, straightforward narration.[84] The type of narration did not significantly

affect the learning of factual information by the fifth grade students.[85]

Lumsdaine and Gladstone[86] (1958) compared an expository film presentation of "Seasons" with a dramatically produced film by the same name using a father with two children supplying the dialogue.[87] The effectiveness of the expository and dramatic versions were compared using pupils at the fifth and ninth grade levels. Each class was divided by a random procedure into two groups each, i.e., one half of the 5th and 9th grade class viewed the expository version of the film while the second group viewed the dramatized version.[85]

The result of the investigation revealed 9th graders scored higher than the 5th graders (as would be expected) although the differences between the two versions (expository and dramatic) at each grade level was slight. The researchers found, however, that 5th grade students had a greater degree of interest for the dramatic lesson style than did the ninth grade class.[89] It is possible then that the use of drama, i.e., a story in dialogue form, could potentially contribute to effective learning, as long as distracting influences, such as the personalities of the actors, be reduced or omitted to allow the student to concentrate on the instructionally relevant materials.[90]

Kazem[91] (1960) compared the effectiveness of viewing two types of films, an informational-expository and historical-dramatic, upon the understanding of the scientific method by tenth-grade students enrolled in first semester college preparatory biology classes.[92]

The informational-expository films referred directly to the elements of the scientific method in the narrator's script, the actors' dialogue and/or subtitles. The historical-dramatic films depicted the work and discoveries of pioneers in science: their thoughts and methods of solving problems. In these films, no direct reference was made in the narrator's script, the actors' dialogue, or in the subtitles to the elements of the scientific method.[93]

Tenth grade classes were divided into four groups: the first group viewed two informational-expository films; the second group viewed two historical-dramatic films; the third experimental group viewed a combination of one informational-expository and one historical-dramatic film; while the fourth viewed no films.[94]

Kazem concluded: (1) the expository-informational, the historical-dramatic films and the two types of films in combination significantly increased the understanding of the scientific method; (2) the expository-informational films contributed a greater understanding of the scientific method than did the historical-dramatic films; and (3) the informational-expository films plus the historical-dramatic films made a greater contribution to the understanding of the elements of the scientific method than did the historical-dramatic films alone, although this superiority did not prove to be statistically significant.[95]

MacDonald[96] (1966) investigated television drama preference choice. The study's main purpose was to develop

a reasonably comprehensive theory to explain television drama preference choice, such as taste and appeal.[97]

To develop the theory, two interrelated questions were examined: a question asking what traits within a viewer cause him to be attracted to one television drama and not another; and a question asking what ingredients in a television drama cause it to be appealing to one viewer and not another.[98]

A series of personal interviews, questionnaires and attitude surveys was administered to ascertain the viewer's perceptive evaluations of television drama, thereby suggesting viewer traits which might affect preference choice.[99]

MacDonald concluded as age and education increase, specifically from grade 7 through college, there is an increasing demand for informative content rather than non-informative content, realistic content rather than unrealistic content, nonaction content rather than action content.[100]

Brown, Brown and Danielson[101] (1975) were interested in instructional treatments, presenter types and learner characteristics as significant variants in instructional television for adults.[102] The hypothesis germane to this study was "a television segment in which the presenter becomes an actor in an instructional vignette is more effective than a segment with the same content in which the same presenter is a narrator apart from the vignette."[103] In addition, it was hypothesized that achievement and

attitudinal outcomes would favor the segment in which the presenter was a part of the vignette over the segment in which the presenter was apart from the vignette.[104]

The authors found relative success using vignettes for instruction employing the narrator in an actor's role. The viewers found the vignettes more believable with the presenter as part of the vignette. These findings suggest that using a presenter as an actor in an instructional vignette can be successful.[105] However, segments with the presenter apart from the vignette became distracting to the viewer.[106] The authors pointed out that vignettes are not appropriate for every instructional goal and should not be used for every objective they may fit.[107]

Aside from formal research studies applicable to this report, a cursory review of other literature reveals that dramaturgical techniques for televised instructional purposes are being used in various forms. Gillate[108] proposed that until another technique is designed, the use of a dramatic sketch remains the best method the producer has for teaching the English language to foreign students. Gillate produced a series of English language television programs for NHK's Educational Television in Tokyo and ELTV in Jordan using sketches to present English lessons.

Tidhar[109] also used dramatization to teach the English language to Hebrew speaking students in Tel Aviv, Israel. Tidhar divided a ninth grade class into two groups: one group received the conventional classroom instruction while the second group received English

language instruction supplemented by television programs which presented the spoken language in a skit form. Tidhar concluded that the ninth graders who received the mediated instruction in skit form via television showed a better understanding of the English language than the conventionally instructed group.

Dramaturgical techniques have also been incorporated into documentaries (Adams). Televised "docu-dramas" have been used to intensify audience involvement using a cast of "real" people confronted with a "real" crisis. The docu-drama is an effort to combine a play with an in depth examination of a contemporary issue. The focus is on the ways in which events determine the roles people play or feel they must adapt.[111] Actors perform using little or no scripts and responding to what they think and feel about the situation.[112] The purpose of the docu-drama is to enlighten the audience and not dictate solutions about contemporary issues and problems.

Vail[113] advocated that the challenge of maintaining audience attention could be met by using dramatizations and role-playing. One-act plays, when carefully rehearsed and recorded, can fascinate an audience. Dramatizations may be used in English, reading and language arts. Simple narrations and other forms of mediated instruction may be enhanced by role-playing.[114] Vail admitted dramatizations and role-playing cannot be used for all instruction. However, when it is possible,

dramatizations should be used to maintain and increase audience attention.

Purpose

This study was concerned with (1) measuring student attitudes toward receiving instructional television material in skit form; (2) measuring the amount of learning that occurs when viewing the telelesson containing skits; and (3) designing a systematic approach to produce skit-lectures.

Limitations

This research was limited to the evaluation of four expository and four skit-lectures designed specifically for this study. This study does not, however, examine or investigate educational methods, design procedures, or production techniques used by professional agencies that incorporate theatrical skits in their instructional television course series, e.g., Time/Life, Inc. These agencies, in some instances, employ professional writers (many of whom are university and college professors), professional producer/directors, actors and television crews. The instructional programs are produced in commercial television facilities and are marketed.

Basic Suppositions and Definition of Terms

The following suppositions were formulated concerning the attitudes of the student toward the course, instructor, television notes, multiple-choice tests and

the method of instruction:

1. Course Attitude: The students agree that the marketing course is interesting and a worthwhile course to take; the course material is useful and not difficult to understand.
2. Attitude toward Instructor: The teacher for the marketing course presents the course material clearly in both the classroom and the television lessons; the instructor is considered a good teacher.
3. Multiple-Choice Test: The students prefer taking the 10-question, multiple-choice test immediately after watching the television lecture; there is enough time for preparation for the test; the examination is fair considering the material to be learned; and the test questions are an appropriate measure of the content of the lectures.
4. Television Notes: The outlines for the television lectures are helpful; completing the fill-in outline is no different than taking regular course notes.
5. Method of Instruction:
   A. Attitude toward television lectures: Television lectures are just as effective as classroom lectures; more lectures should be televised; students generally prefer television lectures over classroom lectures.
   B. Attitude toward use of skits: The skits in the television lectures were realistic and good; students prefer television lectures containing skits.

C. Attitude toward skits as a teaching tool: The skits in the television lectures explained course material clearly; it was not difficult to learn the material contained in the skits; the skits were not distracting or confusing.

D. Attitude toward learning from skits: The material presented in the skits was easy to learn; it was an enjoyable way to learn; skits are a pleasant diversion from the rest of the television lecture; and it is just as easy to learn from the skits as it is from the television lectures.

For the amount of cognition that occurs when a student is given information in skit form it was hypothesized that there is no significant difference in learning when viewing an expository instructional lesson or an instructional television lesson containing theatrical skits.

The terms expository-lecture and skit-lecture are key terms given to the two types of television lessons prepared for this study and are defined forthwith. An EXPOSITORY-LECTURE is an instructional television lesson instructed solely by the teacher who presents explanatory information of facts and ideas of the course content. A SKIT-LECTURE is an instructional television lecture presented by a teacher which also contains several short dramatic episodes or sketches 2-5 minutes long having a single plot that presents the lecture information in dialogue form by actors.

CHAPTER I

FOOTNOTES

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Chapter II

PROCEDURE

In order to proceed with this study, these research tools were specifically prepared: (1) four expository ITV lectures; (2) four skit-lectures; (3) an attitude survey; (4) television fill-in notes; and (5) four 10-question multiple-choice tests.

ACQUISITION OF STUDENT ATTITUDES

Preparation of Television Lectures

Expository lectures. Two television lectures, each containing two 35 minute segments were produced by University Television Services for Retail Marketing 706:134, a course in the University of Toledo's Community and Technical College. These television lessons were used as instructional material pertaining to super market practices and trends of "environmental" marketing and the "positioning" of products in the consumer's mind.

A systems approach was used to develop the television lessons, i.e., (1) instructional objectives were established; (2) the entry levels of the students were evaluated; (3) available resources for the television research

project were surveyed; and (4) available resources were combined into the television presentations.[1]

The lesson was then organized with an introduction to the subject content, the main points, and a summary. The introduction contained some form of attention-getting device, i.e., a startling statement, personal experience, or the results of an important survey. The main points of the television lesson were extracted from the instructional objectives and were reinforced by several forms of support material, such as analogies, examples, quotations, comparisons, or statistics. Various forms of visual reinforcement were employed: graphics containing definition of terms, formulas, charts, graphs, statistics, identification of key words, abbreviations, as well as 35 mm slides. During the lesson, summaries were made at the conclusion of each main point and a complete summary was made at the end of the lesson.

Skit-lectures. The experimental television lessons containing skits were also produced in the television studio of University Television Services. (See appendix A) These four lectures were developed using the following guidelines: (1) each lecture contained identical information as presented in the expository lecture; (2) all theatrical scenes were written as an integral part of the lecture content and synthesized into the instructional objectives

written for the expository lectures; (3) each skit was written not to distract the students from the content being presented; (4) the scenes were appropriately written for the entry level of the student; and (5) the theatrical scenes contained the same forms of reinforcement devices as were used in the production of the expository television lessons.

The theatrical scenes were grouped into three categories: (1) scenes containing straight expository lecture material delivered by the actor or actors assuming the role of a character; (2) stimulative scenes containing instructional material presented by the actor in a problem format, with the answer being given in sequence form as the learner would have to complete the sequence to solve the problem; and (3) humorous scenes containing instructional material presented in a comical way that would create a diversion from the continuous flow of information.

Selection considerations were established for the lecture material to be written into dialogue form. The reinforcement of lecture content by the skits was the first and most important criterion established. Therefore, most of the content for the skits was selected from examples, analogies, or hypothetical situations. Next, skit location, or pacing, was examined. Each skit-lecture contained six scenes, each from one to five minutes long.

The skits were, when possible, evenly distributed throughout the lecture to sustain student interest. One-third of the entire program was in the form of skits to ensure there would be ample material for evaluating their educational effectiveness and effect on student attitudes. Ease of conversion from lecture format into dialogue format was also considered. To avoid confusing the student, complex material, such as the explanation of tables, formulas, and statistics, was not put into the skits.

Grocery Store Set for Skits

Since most of the information in the lessons concerned grocery stores and supermarkets, a set was constructed to resemble a simple general store in the mid-1920's with no reference to any geographical location. (See appendix B) An atmosphere similar to that in the television series "The Waltons" and "The Little House on the Praire" was created through the use of props borrowed from the Theatre Department, such as old-fashioned scales, artificial fruit, and bolts of cloth. For authenticity, aisle displays, posters, pole stackers, banners, and an old cash register were borrowed from local supermarkets. Various hangings were placed on the walls, and empty cans of food and boxes were stacked on shelves.

Characters in skits

The main character was Jed, a successful, middle-aged

grocery store manager. Since the passing of his father who had founded the store in the mid-1920's, Jed had been in charge. He was quite knowledgeable about the grocery store business and current marketing practices. Becky, the cashier and stock girl, was inserted to facilitate dialogue in the skits. To bring in information about present marketing techniques as well as to provide a natural transitional element to discussion such techniques, the character of Rick was created. As the store's stock boy, Rick was also a retail marketing major at a nearby university. During the majority of skits, Rick asked Jed to help him better understand marketing concepts being discussed in his classes.

Construction of Television Notes

To help the student follow the lessons and identify main points in both types of television lectures, fill-in type notes were prepared and then distributed to all students one class period prior to viewing the lesson. (See appendix C) These notes were prefaced by a brief orientation to the content of the lesson. As they watched the programs, the students took notes simply by filling in the blanks on the form. These notes served as a review of the telelesson prior to the students' taking the 10-point multiple choice test.

The Attitude Survey

Design. An attitude survey was designed to solicit student attitudes toward receiving information from the television lessons written for this study.[2] (See appendix D) A number of available attitude surveys were reviewed for items that were pertinent to the survey under consideration.[3] Other items were specially constructed. The survey was prepared with a varying number of statements related to areas of consideration in the study. A set of statements was used to measure attitudes for each factor under study.[4]

Listed below are the survey factors. The numbers beside the items correspond to the actual numbers of the items as they were listed in the attitude survey. (See appendix D) The survey items were grouped into the following areas: attitude toward (1) the course itself, (2) the instructor, (3) the multiple-choice examination, (4) television notes, and (5) the method of instruction.

General Course Attitude

1. I think marketing is a boring subject.

31. I generally enjoy attending class sessions.

8. Marketing should be a requirement for all students.

10. The material taught in this course is generally useless.

13. This course is too difficult for me.

34. The level of the material taught in this course is too elementary.

Attitude Toward Instructor

4. The instructor makes sure everyone understands the material.
6. The instructor does not make many points clear to me.
14. The instructor does not present course material clearly on television.
22. The instructor is a good television teacher.
16. Classroom lectures by the instructor are not too good.
25. In the classroom, the instructor generally does a good job of teaching.

The Multiple Choice Test

2. More time should be allowed to study before taking the test on the television lectures.
24. It's a good idea to take the test immediately after watching the television lecture.
3. The tests weren't fair, considering the material we were supposed to have learned.
15. The test questions were appropriate measures of the content of the lectures.

Television Notes

7. The outlines for the television lectures are helpful.

11. For me, the outlines were worthless.
12. It's too difficult to fill-in the outline while viewing the skits in the television lecture.
33. Filling in the outline is no different than taking notes.

Method of Instruction

5. Television lectures are just as effective as classroom lectures.
9. I generally prefer classroom lectures.
18. In general, the skits in the television lectures explained course material clearly.
23. In the television lectures, the skits detracted from the material being taught.
19. The skits in the television lectures were not realistic.
29. In general, the skits in the television lectures were good.
21. For me, the skits in the television lectures made it difficult to learn the material.
27. The use of theatrical skits to teach tends to make the material more confusing.
17. The material presented in the television skits was easy to learn.
30. The skits in the television lectures were an enjoyable way to learn.

20. In general, I prefer television lectures containing theatrical skits.
28. In the television lectures, I prefer more lecture and fewer skits.
26. If I had a choice, I would prefer television lectures without theatrical skits.
35. The skits were a pleasant diversion from the rest of the television lecture.
32. I wish more lectures had been televised.
36. I learn just as easily from skits as I do from lectures.

A forced-choice Likert scale was established, in which the students either agreed or disagreed with the given statement.[5] A "no opinion" response was not included. Statements were assigned the value of: strongly agree = 1, agree = 2, disagree = 3, and strongly disagree = 4. Therefore, the lower the score, the more positive the attitude was toward the evaluated statement.[6]

Administration of the survey. A rotated group technique was used to acquire the data. The selection of students for each group was determined through the use of a table of random numbers. The following schedule was constructed for viewing the expository and skit-lectures:

Lecture #	Group 1	Group 2
Lecture 1, Part 1	Skit (experimental)	Expository (control)
Lecture 1, Part 2	Expository (control)	Skit (experimental)
	Attitude survey #1	Attitude Survey #1
Lecture 2, Part 1	Skit (experimental)	Expository (control)
Lecture 2, Part 2	Expository (control)	Skit (experimental)
	Survey #2	Survey #2
Review of Study	Survey #3	Survey #3

After the students viewed one expository and one skit lecture, the first attitude survey was administered. The students were given careful instruction as to how the survey was to be completed and the meaning of the terms agree, strongly agree, disagree and strongly disagree. The students were instructed to answer all questions.

The viewing of the television lessons were scheduled during the fourth and eighth weeks of the quarter. A second attitude survey was administered the first class meeting after the students viewed the second, two-part lecture. This second survey permitted a comparison of attitude responses with the first survey to determine if attitudes toward the television lessons changed with additional viewing. After the second attitude survey was administered the class was informed of the purpose and objectives of the research project. Immediately following this presentation, the attitude survey was administered

for the third time. The purpose of this third survey was to ascertain if there was any shift in student attitude toward receiving instruction in skit form after listening to the explanation of the research in progress.

Evaluation of attitude survey. The responses from the attitude survey were recorded on IBM scanning sheets and coded onto key punch cards. The data collected were then submitted to a principal factor analysis with iterations using varimax rotation.[7] This analysis of intercorrelations of the items was used as a means of determining which items contributed significantly to the overall factor structure for each survey administration.[8]

In addition, mean scores for each survey item were calculated after each survey administration. These scores were used to provide an indication of the students' overall agreement or disagreement with each survey item.

MEASUREMENT OF LEARNING

Test for Cognitive Gain

The second phase of this study was designed to measure any difference in learning by students who view either expository or skit-lectures.

To measure cognitive gain, a 10-question multiple-choice test was constructed from the established instructional objectives. (See appendix E). One test question

was constructed to measure learning from each of the six theatrical skits included in the television lesson while four additional test questions were constructed to measure learning in other areas of the lesson. This procedure was used to ensure the students would not prepare themselves for the test by studying only the information contained in the skits. Since the student would be taking the test only 7-10 minutes after viewing the television lesson, test questions were designed to measure general understanding of concepts rather than specific items that would entail memorization.

Test design. The construction of the 4 examinations followed several guidelines: (1) simple rather than difficult language was used; (2) ambiguous wording, clues, suggestions, catch words were avoided; (3) general rules governing good question construction were followed; and (4) questions were written in objective form.[9] Since this was a multiple-choice test, the following guidelines were used for the construction of the answers: (1) answers were written using parallel language; (2) distractors or incorrect options that would appear plausible were designed; (3) five options were listed for each question; (4) correct answers were randomized; and (5) marginal and terminal responses were included.[10]

Procedure. A split-group, rotated technique was employed to obtain the data, i.e., the experimental television lesson containing skits was introduced to both groups; hence, each group alternately became the experimental group and control group.[11] This procedure was used to expose any group differences that might make one group naturally superior to the other, i.e., if one group had a higher mean grade point average it would be noted in both the control and experimental group t-scores.

Lecture	Group #1	Group #2
Lecture 1, Part 1	Expository (control) Test #1	Skit (experimental) Test #1
Lecture 1, Part 2	Expository Test #2	Skit Test #2
Lecture 2, Part 1	Skit (experimental) Test #3	Expository (control) Test #3
Lecture 2, Part 2	Skit Test #4	Expository Test #4

Testing. At the conclusion of the television lesson, the students were allowed to review their television notes for approximately 7-10 minutes. The test was then administered. Four 10-question multiple-choice tests were given. Test scores were submitted to a common t-test for independent means, which is designed to determine whether there exists a significant difference between the expository (control) and the skit (experimental) groups. This

CHAPTER 2

FOOTNOTES

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[6]Ibid.

[7]Norman H. Nie, C. Hadlai Hull, Jean G. Jenkins, K. S. Brenner and Dalett Bent, Statistical Package for the Social Sciences (New York: McGraw Hill, 1975), pp. 468-514.

[8]Because the researchers were introducing several dimensions into the factor analysis, each distinct from the other, and because the attitude surveys were administered over a period of two years, identical factor structures for each administration were not expected. (See: Raymond K. Tucker, "On the McCroskey Scales for the Measurement of Ethos," Central States Speech Journal XXII (1971), p. 128). Thus, the use of factor analysis in the present study served not to provide an indication of factor structure, but rather factor composition.

[9]J. Raymond Gerberich, Harry A. Green, and A. N. Jergenson, Measurement and Evaluation in the Modern School (New York: David McKay, 1962), pp. 244-245.

[10]Ibid., pp. 247-248.

[11]J. Jeffery Auer, An Introduction To Research in Speech (New York: Harper and Row, 1959), p. 190.

Chapter III

DATA AND ANALYSIS

Student Data

There were 142 students surveyed during the three fall quarters of 1975, 1976 and 1977 as reported in Tables 1-4. The mean age of the students was 22 years and 7 months. The mean age range was 19.5 years for a day class to 24.5 years for an evening class. The data reveal younger students (m = 21.6) attend day sessions while slightly older students (m = 24.25) attend evening sessions.

The majority of students (71.8%) was enrolled as full-time students taking a minimum of 12 credit hours. The average number of quarters attended was 3.923 quarters. The average number of accumulated credit hours (m = 37.6) would academically qualify the majority of students as third quarter freshmen. Twenty-eight percent of the part-time students enrolled for approximately 4 to 8 credit hours per quarter. The number of hours averaged 11.1, indicating more part-time students than full-time students in the classes. A full-time student is defined as taking 12 or more quarter hours. The mean grade point average for all classes in this study was 2.38.

One hundred forty students or 98.6% held no college degrees while one student held an associate's degree and one held a bachelor's degree. Slightly over ninety-four percent of the students planned to graduate while two students indicated they were not planning to graduate and 6 were undecided.

One hundred twenty-six students or 88.7% were enrolled in the University of Toledo Community and Technical College associate degree program; 12 students were enrolled in the baccalaureate program while 4 students were undecided.

The majority of students (81.7%) were employed. Seventy-one had full-time jobs working 42.4 hours per week while 45 students had part-time jobs averaging 23.5 hours per week.

The majority of students or 54.2% had never used television for instruction in elementary school, high school or in college. Sixty-five students or 45.7% had some experience with instructional television, i.e., 58% in college, 47% in high school, 20% in elementary school while 6% were instructed by television while in military training. The mean percentage of previous usage of television for instruction in the classroom was 13.99 percent. The use of television in elementary and high school is based on a 36 week year with approximately 25-30 hours of classes per week. College classes are 10 weeks in length and students attend class 4 hours per week for one course. Therefore the percentage of use in a college course would be greater than the percentage of use in elementary or high school.

TABLE 1

STUDENT PERSONAL DATA

FALL QUARTER, 1975

SURVEY QUESTION	SECTION 1 (10 a.m.)	SECTION 2 (11 a.m.)	SECTION 3 (5:30-7:00 p.m.)	TOTAL
NO. OF STUDENTS	N = 13	N = 24	N = 26	N = 63
AGE OF STUDENTS	M = 22.923	M = 19.5	M = 24.0	M = 22.063
FULL-TIME	F-T 10, 79.923%	F-T 24, 100%	F-T 7, 26.923%	F-T 41, 65.079%
PART-TIME	P-T 3, 23.076%	P-T 0	P-T 19, 73.076%	P-T 22, 34.921%
NO. OF QTRS. ATTENDED	M = 4.769	M = 3.208	M = 4.308	M = 3.984
ACCUM. NO OF HOURS	M = 46.846	M = 41.542	M = 34	M = 39.524
NO. OF QTR TAKING	M = 12.846	M = 14.167	M = 8.923	M = 11.571
GRADE POINT ACCUM.*	M = 2.165	M = 2.475	M = 2.314	M = 2.235

*First quarter freshmen were excluded.

TABLE 1 CONT'D

SURVEY QUESTION	SECTION 1	SECTION 2	SECTION 3	TOTAL
DEGREES HELD	ASSOC. 1, 7.693% BACH. 0 NONE 12, 9.2307%	ASSOC. 0 BACH. 1, 4.166% NONE 23, 95.834%	ASSOC. 0 BACH. 0 NONE 26, 100%	ASSOC. 1, 1.587% BACH. 1, 1.587% NONE 61, 96.826%
PLAN TO GRADUATE?	YES 11, 84.615 % NO 0 UND. 2 15.385%	YES 23, 95.833% NO 0 UND. 1, 4.167%	YES 23, 88.461% NO 0 UND. 3, 11.539%	YES 57, 90.476% NO UND. 6, 9.524%
TYPE OF DEGREE PROGRAM	ASSOC. 12 92.307% BACH. 1 7.693% NONE	ASSOC. 15 62.5% BACH. 7 29.166% NONE 2 8.333%	ASSOC. 25 96.154% BACH. 1 3.846% NONE 0	ASSOC. 52 82.54% BACH. 9 14.286% NONE 2 3.174%

TABLE 1 CONT'D

SURVEY QUESTION	SECTION 1	SECTION 2	SECTION 3	TOTAL
WORKING STUDENTS	YES 11, 84.615%	YES 19, 79.166%	YES 25, 96.154%	YES 55, 87.302
	NO 2 15.385%	NO 5, 20.834%	NO 1, 3.846%	NO 8, 12.698%
FULL-TIME AND PART-TIME JOBS	F-T 7 63.636%	F-T 5, 26.316%	F-T 25, 100%	F-T 37, 67.273%
	P-T 4 36.364%	P-T 14, 73.684%	P-T 0	P-T 18 32.727%
MEAN NO. OF HRS. WORKED PER WK.	F-T M= 38.5	F-T M= 42	F-T M= 42.4	F-T M= 41.649
	P-T M= 25.8	P-T M= 24.5	P-T M= 0	P-T M= 24.778
PREVIOUS ITV EXPERIENCE	ITV 5, 38.462%	ITV 9, 37.5%	ITV 6, 23.076%	ITV 20, 31.746%
	NO ITV 8, 61.538%	NO ITV 15, 62.5%	NO ITV 20, 76.924%	NO ITV 43, 68.253
EDUCATIONAL LEVEL OF ITV	COLLEGE 4, 80%	COLLEGE 9, 100%	COLLEGE 4, 66.666%	COLLEGE 17, 85%
	H.S. 1, 20%	H.S. 1, 4.166%	H.S. 2, 33.333%	H.S. 4, 20%
	ELM. 1, 20%	ELM. 0	ELM. 2 33.333%	ELM. 3, 15%
% OF CLASS TAUGHT W/ITV	M = 19%	M = 17.44%	M = 14.167%	M = 16.85%

TABLE 2

STUDENT PERSONAL DATA

FALL QUARTER, 1976

SURVEY QUESTION	SECTION 1 11 a.m.	SECTION 2 5:30 p.m.	TOTAL
NO. OF STUDENTS	N = 26	N = 27	N = 53
AGE OF STUDENTS	M = 22.308	M = 24.481	M = 23.416
FULL-TIME	F-T 26, 100%	F-T 13, 48.148%	F-T 39, 62.264%
PART-TIME	P-T 0	P-T 14, 51.852%	P-T 14, 26.416
NO. OF QTRS. ATTENDED	M = 3.846	M = 4.333	M = 4.094
ACCUM. NO OF HOURS	M = 39.538	M = 35.074	M = 37.302
NO. OF QTR. TAKING	M = 13.308	M = 6.925	M = 10.057
GRADE POINT ACCUM.*	M = 2.308	M = 2.805	M = 2.569

First quarter freshmen were excluded.

TABLE 2 CONT'D

SURVEY QUESTION	SECTION 1		SECTION 2		TOTAL	
	ASSOC.	0	ASSOC.	0	ASSOC.	0
DEGREES HELD	BACH.	0	BACH.	0	BACH.	0
	NONE	26, 100%	NONE	27, 100%	NONE	53, 100%
	YES	26, 100%	YES	26, 96.296%	YES	52, 98.113%
PLAN TO GRADUATE?	NO	0	NO	1, 3.704%	NO	1, 1.887%
	UND.	0	UND.	0	UND.	0
	ASSOC.	26, 100%	ASSOC.	26, 96.296%	ASSOC.	52, 98.113%
TYPE OF DEGREE PROGRAM	BACH.	0	BACH.		BACH.	
	NONE	0	NONE	1, 3.704%	NONE	1, 1.887%

TABLE 2 CONT'D

SURVEY QUESTION	SECTION 1	SECTION 2	TOTAL
WORKING STUDENTS	YES 18, 69.230%	YES 27, 100%	YES 45, 84.906¢
	NO 8, 30,769%	NO	NO 8, 15.094%
FULL-TIME AND PART-TIME JOBS	F-T 5, 27.778%	F-T 25, 92.592%	F-T 30, 66.667%
	P-T 13, 72.222%	P-T 2, 7.407%	P-T 15, 33.333%
MEAN NO. OF HRS. WORKED PER WEEK	F-T M = 42.3	F-T M = 43.5	F-T M = 43.317
	P-T M = 22.5	P-T M = 22.5	P-T M = 22.567
PREVIOUS ITV EXPERIENCE	ITV 17, 65.385%	ITV 12, 44.444%	ITV 29, 54.717%
	NO ITV 9, 34.615%	NO ITV 15, 55.556%	NO ITV 24, 45.283%
EDUCATIONAL LEVEL OF ITV	COLLEGE 6, 46.154%	COLLEGE 7, 58.333%	COLLEGE 13, 44.828%
	H.S. 12, 70.589%	H.S. 7, 58.333%	H.S. 19, 65.517%
	ELM. 4, 23.529%	ELM. 2, 16.667%	ELM. 6, 20,690%
% OF CLASS TAUGHT W/ITV	M = 8.529%	M = 13.833%	M = 10.724%

TABLE 3

STUDENT PERSONAL DATA

FALL QUARTER, 1977

SURVEY QUESTION	SECTION 1
	11 A.M.
NO. OF STUDENTS	N=26
AGE OF STUDENTS	M=22.153
FULL-TIME	F-T=22,84.615%
PART-TIME	P-T= 4,15.385%
NO. OF QTRS. ATTENDED	M=3.423
ACCUM. NO OF HOURS	M=33.5
NO. OF QTR. TAKING	M=12.3
GRADE POINT ACCUM.	M=2.419

FIRST QTR. FRESHMAN WERE OMITTED

TABLE 3 CONT'D

SURVEY QUESTION	SECTION 1
DEGREES HELD	ASSOC. 0
	BACH. 0
	NONE 26, 100%
PLAN TO GRADUATE?	YES 25, 96.154%
	NO 1, 3.846%
	UND. 0
TYPE OF DEGREE PROGRAM	ASSOC. 22, 84.616%
	BACH. 3, 11.538%
	NONE 1, 3.846%

TABLE 3 CONT'D

SURVEY QUESTION	SECTION 1
WORKING STUDENTS	YES 16, 61.539%
	NO 10, 38.461%
FULL-TIME AND PART-TIME JOBS	F-T 4, 25%
	P-T 12, 75%
MEAN NO. OF HRS. WORKED PER WK.	F-T M = 40.5
	P-T M = 22.9
PREVIOUS ITV EXPERIENCE	ITV 16, 61.539%
	NO ITV 10, 38.461%
EDUCATIONAL LEVEL OF ITV	COLLEGE 8, 50% H.S. 8, 50% ELM. 4, 25% OTHER 4, 25%
% OF CLASS TAUGHT WITH ITV	M = 16.312%

TABLE 4

STUDENT PERSONAL DATA

FALL QUARTER, 1975, 76 & 77

SURVEY QUESTION	SECTION 1 FALL QUARTER 75	SECTION 2 FALL QUARTER 76	SECTION 3 FALL QUARTER 77	TOTAL
NO. OF STUDENTS	N = 63	N = 53	N = 26	N = 142
AGE OF STUDENTS	M = 22.063	M = 23.416	M = 22.153	M = 22.585
FULL-TIME	F-T 41, 65.079%	F-T 39, 73.585%	F-T 22, 84.615%	F-T 102, 71.831%
PART-TIME	P-T 22, 34.921%	P-T 14, 26.415%	P-T 4, 15.385%	P-T 40, 28.169
NO. OF QTRS. ATTENDED	M = 3.984	M = 4.09	M = 3.423	M = 3.923
ACCUM. NO OF HOURS	M = 39.524	M = 37.302	M = 33.5	M = 37.592
NO. OF QTR. TAKING	M = 11.571	M = 10.057	M = 12.3	M = 11.141
GRADE POINT ACCUM.	M = 2.235	M = 2.569	M = 2.419	M = 2.3763

TABLE 4 CONT'D

SURVEY QUESTION	SECTION 1	SECTION 2	SECTION 3	TOTAL
DEGREES HELD	ASSOC. 1, 1.587%	ASSOC. 0	ASSOC. 0	ASSOC. 1, .704%
	BACH. 1, 1.587%	BACH. 0	BACH. 0	BACH. 1, .704%
	NONE 61, 96.826%	NONE 53, 100%	NONE 26, 100%	NONE 140, 98.592%
PLAN TO GRADUATE?	YES 51, 90.476%	YES 52, 98.113%	YES 25, 96.154%	YES 134, 94.367%
	NO 0	NO 1, 1.887%	NO 1 3.846%	NO 2, 1.408%
	UND. 6 9.524%	UND. 0	UND. 0	UND. 6 4.225%
TYPE OF DEGREE PROGRAM	ASSOC. 52 82.54%	ASSOC. 52, 98.113%	ASSOC. 22, 84.616%	ASSOC. 126 88.732%
	BACH. 9, 14.286%	BACH. 0	BACH. 3, 11.538	BACH. 12 8.451%
	NONE 2, 3.174%	NONE 1, 1.887%	NONE 1 3.846%	NONE 4 2.817%

TABLE 4 CONT'D

SURVEY QUESTION	FALL QUARTER 1975	FALL QUARTER 1976	FALL QUARTER 1977	TOTAL
WORKING STUDENTS	YES 55, 87.302%	YES 45, 84.906%	YES 16, 61.539%	YES 116, 81.690%
	NO 8, 12.698%	NO 8, 15.094%	NO 10, 38.461%	NO 26, 18,310%
FULL-TIME AND PART-TIME JOBS	F-T 37, 67.273%	F-T 30, 66.667%	F-T 4, 25%	F-T 71, 61.207%
	P-T 18, 32.727%	P-T 15, 33.333%	P-T 12, 75%	P-T 45, 38.793%
MEAN NO. OF HRS. WORKED PER WK.	F-T M = 41.65	F-T M = 43.32	F-T M = 40.5	F-T M = 12.423
	P-T M = 24.78	P-T M = 22.57	P-T M = 22.9%	P-T M = 23.544
PREVIOUS ITV EXPERIENCE	ITV 20, 31.746%	ITV 29, 54.717%	ITV 16, 61.539%	ITV 65, 45.775%
	NO ITV 43, 68.253%	NO ITV 24, 45.283%	NO ITV 10, 38.461%	NO ITV 77, 54.225%
EDUCATIONAL LEVEL OF ITV	COLLEGE 17, 85%	COLLEGE 13, 44.828%	COLLEGE 8, 50%	COLLEGE 38, 58.462%
	H.S. 4, 20%	H.S. 19, 65.517%	H.S. 8, 50%	H.S. 31, 47.692%
	ELM. 3, 15%	ELM. 6, 20.690%	ELM. 4, 25%	ELM. 13, 20.000%
			OTHER 4, 25%	OTHER 4, 6.154%
% OF CLASS TAUGHT W/ITV	M = 16.85%	M = 10.724%	M = 16.312%	M = 13.985%

Summary

The students surveyed in this study were slightly older students averaging 22.6 years of age, having been graduated from high school for nearly 5 years. Day students were found to be younger than evening students. There were more full-time day students than full-time evening students. The majority of evening students attended part-time, held full-time jobs working approximately 42.4 hours per week, and were taking approximately 8 hours of course credit per quarter.

The grade point average ranged from a low of 2.165 for one of the day classes to a high of 2.805 for an evening class. Generally, the class grade point average ranged from average to high average (C to C+) with evening students earning approximately one-half grade higher than day students.

The majority of students had no experience using television. Of those who had experience, approximately 13.99% of the instruction was televised.

The Attitude Survey

The attitude survey, designed to obtain student attitudes toward receiving information from television, was divided into five categories; general course attitude; attitude toward the instructor; the multiple choice test; television notes; and method of instruction. A forced choice Likert scale was established, in which students were forced to agree or disagree with

the given statement. A "no opinion" response was omitted. Statements were assigned the value of: strongly agree = 1; agree = 2; disagree = 3; and strongly disagree = 4. Therefore, the interpretative procedure would be: the lower the score, the more positive the attitude is toward the statement, and conversely, the higher the score, the more negative the attitude.

The information which follows is a compilation of the data derived from the statistical analysis of the responses of student subjects to the attitude statements on the survey contained in Tables 5 and 6. Mean scores are reported for each statement for the three fall quarters of testing. The attitude analysis is based on the following scale:

1.000 - 1.333 STRONGLY AGREE

1.334 - 1.666 MODERATELY STRONG AGREEMENT

1.667 - 2.000 AGREEMENT

2.001 - 2.333 SLIGHT AGREEMENT

2.334 - 2.666 NEUTRAL

2.667 - 3.000 SLIGHT DISAGREEMENT

3.001 - 3.333 DISAGREEMENT

3.334 - 3.666 MODERATELY STRONG DISAGREEMENT

3.667 - 4.000 STRONGLY DISAGREE

General Course Attitude

1. There was disagreement (3.13) that marketing is a boring subject.

31. There was slight agreement (2.01) that students generally enjoy attending class sessions.

8. There was a neutral attitude (2.66) that marketing should be a requirement for all students.

10. There was moderately strong disagreement (3.34) that the material taught in this marketing course was generally useless.

13. There was disagreement (3.09) that the course was too difficult.

34. There was disagreement (3.16) that the level of the material taught in this course was too elementary.

Attitude Toward Instructor

4. There was an attitude of neutrality (2.37) concerning whether the instructor made sure everyone understood the material.

6. There was disagreement (3.0) that the instructor did not make many lecture points clear to the students.

14. There was slight disagreement (2.94) that the instructor did not present the course material clearly on television.

22. There was agreement (2.0) the instructor was a good television teacher.

16. There was slight disagreement (2.94) the classroom lectures by the instructor were not good.

25. There was agreement (1.92) the instructor generally does a good job of teaching in the classroom.

TABLE 5

ATTITUDE SURVEY DATA BY FACTOR

FALL QUARTERS, 1975, 1976, 1977

FACTOR CATEGORY AND SURVEY STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
General Course Attitude				
1. I think marketing is a boring subject.	3.13	3.16	3.09	3.1267
31. I generally enjoy attending class sessions.	2.01	2.14	2.15	2.1000
8. Marketing should be a requirement for all students.	2.60	2.72	2.67	2.6633
10. The material taught in this course is generally useless.	3.41	3.35	3.26	3.3400
13. This course is too difficult for me.	3.10	3.09	3.08	3.0900
34. The level of the material taught in this course is too elementary.	3.17	3.16	3.16	3.1633

TABLE 5 CONT'D

FACTOR CATEGORY AND SURVEY STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
Attitude Toward Instructor				
4. The instructor makes sure everyone understands the material.	2.16	2.55	2.40	2.3700
6. The instructor does not make many points clear to me.	3.11	2.97	2.91	2.9967
14. The instructor does not present course material clearly on television.	3.01	2.94	2.88	2.9433
22. The instructor is a good television teacher.	1.91	2.06	2.02	1.9967
16. Classroom lectures by the instructor are not too good.	3.05	2.90	2.88	2.9433
25. In the classroom, the instructor generally does a good job of teaching.	1.75	2.03	1.98	1.9200

TABLE 5 CONT'D

FACTOR CATEGORY AND SURVEY STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
The Multiple Choice Test				
2. More time should be allowed to study before taking the test on the television lectures.	2.65	2.65	2.69	2.6633
24. It's a good idea to take the test immediately after watching the television lecture.	1.98	2.12	2.12	2.0733
3. The tests weren't fair, considering the material we were supposed to have learned.	3.00	2.81	2.91	2.9067
15. The test questions were appropriate measures of the content of the lecture.	1.96	2.13	2.14	2.0767
Television Notes				
7. The outlines for the television lectures are helpful.	1.52	1.75	1.77	1.6800
11. For me, the outlines were worthless.	3.41	3.22	3.20	3.267
12. It's too difficult to fill-in the outline while viewing the skits in the television lecture.	2.62	2.57	2.57	2.5867
33. Filling in the outlines is not different than taking notes.	2.46	2.35	2.34	2.3833

TABLE 5 CONT'D

FACTOR CATEGORY AND SURVEY STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
Method of Instruction				
A. Attitude toward TV lectures				
5. Television lectures are just as effective as classroom lectures.	2.34	2.48	2.53	2.4500
9. I generally prefer classroom lectures.	2.27	2.31	2.37	2.3167
32. I wish more lectures had been televised.	2.34	2.45	2.45	2.4433
B. Attitude toward use of skits				
19. The skits in the television lectures were not realistic.	2.61	2.48	2.43	2.5067
29. In general, the skits in the TV lectures were good.	2.15	2.25	2.26	2.2200
20. In general, I prefer television lectures containing theatrical skits.	2.52	2.70	2.46	2.5600
26. If I had a choice, I would prefer television lectures without skits.	2.68	2.56	2.63	2.6233
28. In the television lectures, I prefer more lecture and fewer skits.	2.61	2.57	2.49	2.5567

TABLE 5 CONT'D

FACTOR CATEGORY AND SURVEY STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
C. Attitude toward skits as a teaching tool				
18. In general, the skits in the television lectures explained course material clearly.	2.11	2.32	2.36	2.2300
21. For me, the skits in the television lectures made it difficult to learn the material.	3.01	2.87	2.91	2.9300
23. In the television lectures, the skits detracted from the material being taught.	2.76	2.76	2.85	2.8000
27. The use of theatrical skits to teach tends to make the material more confusing.	2.91	2.78	2.85	2.8467
D. Attitude toward learning from skits				
17. The material presented in the television skits was easy to learn.	2.06	2.19	2.20	2.1500
30. The skits in the television lectures were an enjoyable way to learn.	2.17	2.36	2.29	2.2733
35. The skits were a pleasant diversion from the rest of the television lecture.	2.20	2.28	2.25	2.2433
36. I learn just as easily from skits as I do from lectures.	2.45	2.60	2.40	2.4833

TABLE 6

ATTITUDE SURVEY DATA IN ORDER OF STATEMENT PRESENTATION

QUESTIONNAIRE STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
1. I think marketing is a boring subject.	3.13	3.16	3.09	3.1267
2. More time should be allowed to study before taking the test on the television lectures.	2.65	2.65	2.69	2.6633
3. The tests weren't fair, considering the material we were supposed to have learned.	3.00	2.81	2.91	2.9067
4. The instructor makes sure everyone understands the material.	2.16	2.55	2.40	2.3700
5. Television lectures are just as effective as classroom lectures.	2.34	2.48	2.53	2.4500
6. The instructor does not make many points clear to me.	3.11	2.97	2.91	2.9967
7. The outlines for the television lectures are helpful.	1.52	1.75	1.77	1.6800
8. Marketing should be a requirement for all students.	2.60	2.72	2.67	2.6633
9. I generally prefer classroom lectures.	2.27	2.31	2.37	2.3167

TABLE 6 CONT'D

QUESTIONNAIRE STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
10. The material taught in this course is generally useless.	3.41	3.35	3.26	3.3400
11. For me, the outlines were worthless.	3.41	3.22	3.20	3.2767
12. It's too difficult to fill-in the outline while viewing the skits in the television lectures.	2.62	2.57	2.57	2.5867
13. This course is too difficult for me.	3.10	3.09	3.08	3.0900
14. The instructor does not present course material clearly on television.	3.01	2.94	2.88	2.9433
15. The test questions were appropriate measures of the content of the lectures.	1.96	2.13	2.14	2.0767
16. Classroom lectures by the instructor are not too good.	3.05	2.90	2.88	2.9433
17. The material presented in the television skits was easy to learn.	2.06	2.19	2.20	2.15
18. In general, the skits in the television lectures explained course material clearly.	2.11	2.32	2.26	2.2300
19. The skits in the television lectures were not realistic.	2.61	2.48	2.43	2.5067

TABLE 6 CONT'D

QUESTIONNAIRE STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
20. In general, I prefer television lectures containing theatrical skits.	2.52	2.70	2.46	2.5600
21. For me, the skits in the television lectures made it difficult to learn the material.	3.01	2.87	2.91	2.9300
22. The instructor is a good television teacher.	1.91	2.06	2.02	1.9967
23. In the television lectures, the skits detracted from the material being taught.	2.76	2.76	2.85	2.8000
24. It's a good idea to take the test immediately after watching the television lecture.	1.98	2.12	2.12	2.0733
25. In the classroom, the instructor generally does a good job of teaching.	1.75	2.03	1.98	1.9200
26. If I had a choice, I would prefer television lectures without skits.	2.68	2.56	2.63	2.6233
27. The use of theatrical skits to teach tends to make the material more confusing.	2.91	2.78	2.85	2.8467
28. In the television lectures, I prefer more lecture and fewer skits.	2.61	2.57	2.49	2.5567

TABLE 6 CONT'D

QUESTIONNAIRE STATEMENT	Survey #1 M =	Survey #2 M =	Survey #3 M =	Grand Mean Score M =
29. In general, the skits in the television lectures were good.	2.15	2.25	2.26	2.2200
30. The skits in the television lectures were an enjoyable way to learn.	2.17	2.36	2.29	2.2733
31. I generally enjoy attending class sessions.	2.01	2.14	2.15	2.1000
32. I wish more lectures had been televised.	2.34	2.45	2.45	2.4433
33. Filling in the outlines is no different than taking notes.	2.46	2.35	2.34	2.3833
34. The level of the material taught in this course is too elementary.	3.17	3.16	3.16	3.1633
35. The skits were a pleasant diversion from the rest of the television lecture.	2.20	2.28	2.25	2.2433
36. I learn just as easily from skits as I do from lectures.	2.45	2.60	2.40	2.4833

The Multiple Choice Test

2. There was an attitude of neutrality (2.66) toward whether more time should be allowed to study before taking the test on television lectures.

24. There was slight agreement (2.07) that it was a good idea to take the test immediately after watching the television lecture.

3. There was slight disagreement (2.91) that the tests weren't fair, considering the material the students were supposed to have learned.

15. There was slight agreement (2.08) that the questions were appropriate measures of the content of the lecture.

Television Notes

7. There was agreement (1.68) that the outlines for the television lectures were helpful.

11. There was disagreement (3.28) the outlines were worthless.

12. There was an attitude of neutrality (2.59) toward the difficulty to fill-in the outline while viewing the skits during the television lectures.

33. There was an attitude of neutrality (2.38) toward filling-in the outline being no different than taking notes.

Method of Instruction

5. There was a neutral attitude (2.45) toward television

lectures being just as effective as classroom lectures.

9. There was slight agreement (2.32) that classroom lectures were preferred.

18. There was slight agreement (2.23) that skits in the television lectures explained the course material clearly.

23. There was slight disagreement (2.8) that the skits detracted from the material being taught.

19. There was a neutral attitude (2.51) toward the skits in the television lectures being realistic.

29. There was slight agreement (2.22) that in general, the skits in the television lecture were good.

21. There was slight disagreement (2.93) that the skits in the television lecture made it difficult to learn the material.

27. There was slight disagreement (2.85) that the use of theatrical skits to teach tended to make the material confusing.

17. There was slight agreement (2.15) the material presented in the television skits was easy to learn.

30. There was slight agreement (2.27) that the skits in the television lectures were an enjoyable way to learn.

20. There was a neutral attitude (2.56) toward preferring television lectures containing theatrical skits.

28. There was a neutral attitude (2.56) toward preferring more lectures and fewer skits.

26. There was a neutral attitude (2.62) toward preferring television lectures without theatrical skits.

35. There was slight agreement (2.24) that skits were a pleasant diversion from the rest of the television lecture.

32. There was a neutral attitude (2.44) toward wanting more televised lectures.

36. There was a neutral attitude (2.48) toward the students learning just as easily from skits as from lectures.

Analysis of Attitude Shift

Table 7 is a summation of all the survey data collected from the three fall quarters. The data from each survey were weighted equally and a mean score was obtained from each factored question. The rating for individual survey questions (strongly agree = 1; agree = 2; disagree = 3; and strongly disagree = 4) meant the lower the score, the stronger the agreement with the statement and higher the score, the stronger the disagreement with the statement. A neutral area was established between 2.33 and 2.66. Attitudes falling into this range were not considered strong attitudes - positive or negative - toward the survey question. Attitudes of neutrality values below 2.5 are referred to as "very slight agreement" and above 2.5 "very slight disagreement".

An analysis in the shift in attitude indicated in the third survey as a result of the subjects being informed of the purposes of the research study revealed no significant change

TABLE 7

SUMMARY OF SURVEY DATA

Item #	Survey #1	Survey #2	Survey #3	Grand Mean
1	3.13 -	3.16 -	3.09 -	3.1267 -
2	2.65 -	2.65 -	2.69 -	2.6633 -
3	3.00 -	2.81 -	2.91 -	2.9067 -
*4	2.16 +	2.55 -	2.40 +	2.3700 +
*5	2.34 +	2.48 +	2.53 -	2.4500 +
6	3.11 -	2.97 -	2.91 -	2.9967 -
7	1.52 +	1.75 +	1.77 +	1.6800 +
8	2.60 -	2.72 -	2.67 -	2.6633 -
9	2.27 +	2.31 +	2.37 +	2.3167 +
10	3.41 -	3.35 -	3.26 -	3.3400 -
11	3.41 -	3.22 -	3.20 -	3.2767 -
12	2.62 -	2.57 -	2.57 -	2.5867 -
13	3.10 -	3.09 -	3.08 -	3.0900 -
14	3.01 -	2.94 -	2.88 -	2.9433 -
15	1.96 +	2.13 +	2.14 +	2.0767 +
16	3.05 -	2.90 -	2.88 -	2.9433 -
17	2.06 +	2.19 +	2.20 +	2.1500 +
18	2.11 +	2.32 +	2.26 +	2.2300 +
19	2.61 -	2.48 +	2.43 +	2.5067 -
*20	2.52 -	2.70 -	2.46 +	2.5600 -

TABLE 7 CONT'D

Item #	Survey #1	Survey #2	Survey #3	Grand Mean
21	3.01 -	2.87 -	2.91 -	2.9300 -
22	1.91 +	2.06 +	2.02 +	1.9967 +
23	2.88 -	2.76 -	2.85 -	2.8000 -
24	1.98 +	2.12 +	2.12 +	2.0733 +
25	1.75 +	2.03 +	1.98 +	1.9200 +
26	2.68 -	2.56 -	2.63 -	2.6233 -
27	2.91 -	2.78 -	2.85 -	2.8467 -
*28	2.61 -	2.57 -	2.49 +	2.5567 -
29	2.15 +	2.25 +	2.26 +	2.2200 +
30	2.17 +	2.36 +	2.29 +	2.2733 +
31	2.01 +	2.14 +	2.15 +	2.1000 +
32	2.34 +	2.45 +	2.45 +	2.4433 +
33	2.46 +	2.35 +	2.34 +	2.3833 +
34	3.17 -	3.16 -	3.16 -	3.1633 -
35	2.20 +	2.28 +	2.25 +	2.2433 +
*36	2.45 +	2.60 -	2.40 +	2.4833 +

*Shift in attitude after survey #3

Strongly Agree=1, Agree=2, Disagree=3, Strongly Disagree=4
Neutral=2.25-275, Below 2.5=(+), Above 2.5=(-)

in attitude. All shifts occurred within the neutral range.

The students' attitude toward the instructor making sure everyone understood the televised material shifted from a firm positive attitude on the first survey (2.16) to a very slight negative attitude (2.55) on the second survey. The students' attitude then became slightly positive (2.4) after the third survey was administered.

The second attitude change occurred in question five concerning whether television lectures are just as effective as classroom lectures. The first and second survey indicated a very slightly positive attitude (2.34 and 2.48) in the neutral range. However the third survey indicated a very slight negative attitude (2.53), still in the neutral range.

The next question that had a shift in attitude (#20) asked the students if they preferred television lectures containing theatrical skits. The first attitude score (2.52) was very slightly negative; the second, slightly negative (2.7). The third survey (2.46) shifted to a very slightly positive attitude although it was still in the neutral range.

Question 28 asked the students if they preferred more lecture and fewer skits. The students very slightly disagreed with this statement (2.61 and 2.57) although the disagreement fell into the neutral range. The attitude shifted to 2.49 after the third survey was administered.

The last question, (#36) asked the students if they learned just as easily from skits as they did from lectures. The first survey indicated a very slight positive attitude of 2.45. The second survey became very slightly negative with attitude of 2.6. After the third survey, the students had a very slight positive attitude (2.4), still remaining in the neutral range.

Factor Analysis of Attitude Surveys

Data from the attitude surveys were submitted to a common factor analysis with varimax rotation. The purpose of the analysis was to ascertain information which would provide the researchers with an indication of which items in the surveys were relevant in terms of their contribution to the overall factor structure for each survey administered.

In order for an item to be considered as contributing significantly to the factor structure, it must have reached a moderate loading (.30 or greater) on any significant factor as determined by the eigenvalue cut-off established for each factor analysis.

For the first survey administration, five significant factors were derived. Of 36 variable items, all but four met the loading criteria. Only items 7, 24, 26 and 29 did not have adequate loading values.

The structure of the second survey consisted of seven

significant factors. These factors were comprised of all survey items except three: items 1, 15 and 34.

The factor structure for the final survey administration was very similar. In this case, seven factors were derived, which were comprised of 33 of the 36 survey items. Only items 3, 8, and 34 did not obtain adequate loadings. (See Tables 8-10).

Administration and Evaluation of Cognitive Gain Measure

Test Administration and Scoring

Following the presentation of each of the lectures, the students were given an examination dealing with lesson content. The students were given a study period of 7-10 minutes after the lecture had ended before being given the examination.

Each test was a ten-point multiple-choice examination. Students recorded their answers on IBM scanning sheets, and the tests were scored by computer, using a standard scoring program. Table 11 shows the scoring for each student for each of the lectures. As indicated earlier, prior to the presentation of the televised lectures, the students were randomly assigned to either the expository or theatrical section of each grouping. At that time, every effort was made to ensure equality in section size. However, some variations are noted in Table 11 due to drop-outs and absences.

TABLE 8

FACTOR ANALYSIS RESULTS OF FIRST SURVEY DATA

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Item 1	0.55869*	0.00257	-0.15479	-0.05124	0.23754
Item 2	0.34174*	0.16936	0.15550	0.19975	0.02465
Item 3	0.67993*	0.07956	0.06872	0.06519	-0.15125
Item 4	-0.08996	0.12177	0.24721	0.15675	0.68155*
Item 5	0.10925	0.34615	0.04750	0.64179*	0.11165
Item 6	0.58302*	0.14752	0.03833	-0.16857	-0.29907
Item 7	-0.10098	0.25939	0.28893	0.07644	0.17041
Item 8	0.07867	0.16005	0.44459*	0.00617	0.13928
Item 9	0.25091	0.03049	0.25978	-0.60579*	-0.04510
Item 10	0.62394*	0.13236	-0.09773	-0.00582	0.19257
Item 11	0.71531*	0.20519	0.04186	0.10848	0.03885
Item 12	0.58883*	-0.15037	0.23721	-0.02052	-0.08959
Item 13	0.60374*	0.08390	0.07979	0.13849	0.04280
Item 14	0.69649*	0.11345	-0.01818	-0.17133	-0.21772
Item 15	0.69649*	0.11345	-0.01818	-0.17133	-0.21772
Item 16	0.06444	0.26350	0.07832	-0.08540	0.37108*
Item 17	0.51685*	0.22368	-0.47887	0.14733	0.17574
Item 18	0.04198	0.38385*	0.11970	0.22572	0.24817
Item 19	0.02308	0.66244*	0.18041	0.13147	0.11536
Item 20	0.44115*	-0.10776	-0.04457	-0.25752	0.09585
Item 21	0.17761	0.53179*	0.24362	0.22467	0.06561
Item 22	0.53090*	-0.31348	0.16431	-0.06306	0.08321
Item 23	-0.07590	0.24063	0.44441*	0.26382	0.43269

TABLE 8 CONT'D

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Item 24	0.53342*	-0.37114	0.07323	0.05988	0.06403
Item 25	0.03801	0.13022	0.18608	0.12172	0.07295
Item 26	0.05220	0.09312	0.67447*	-0.04989	0.09227
Item 27	0.23776	-0.08979	-0.02343	-0.07888	0.04713
Item 28	0.23776	-0.08979	-0.02343	-0.07888	0.04713
Item 29	0.36020*	-0.28092	0.21549	0.11144	0.07799
Item 30	0.22409	-0.16393	0.19996	0.06282	0.09005
Item 31	-0.01678	0.77749*	0.05831	-0.00005	0.09753
Item 32	-0.02971	0.80806*	0.14580	0.07484	0.08281
Item 33	-0.00335	0.10141	0.75125*	-0.09590	0.07755
Item 34	-0.02808	0.42106	-0.04187	0.59296*	0.16155
Item 35	0.08981	0.16912	0.17425	0.13974	0.30599*
Item 36	0.45539*	0.35252	-0.23474	-0.04182	0.19800
Item 37	0.14192	0.71327*	0.00951	0.09862	-0.05449
Item 38	0.15306	0.52761*	-0.05135	0.33418	0.09587
Percent Variance	33.2	26.4	13.5	8.7	5.0
Percent Total Variance	19.6	15.9	8.7	6.0	4.0
Eigen Values	6.66	5.30	2.70	1.74	1.0

(* = Items which contribute significantly to definition of factor.)

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TABLE 9

FACTOR ANALYSIS RESULTS OF SECOND SURVEY DATA

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Item 1	0.10619	-0.28043	-0.04054	0.29808	0.03720	0.11562	-0.03385
Item 2	0.12198	0.03368	-0.01232	-0.01463	0.75917*	0.03624	-0.16752
Item 3	0.03105	-0.19558	-0.09914	0.38016	0.50735*	0.04384	-0.22470
Item 4	-0.06605	0.53351*	0.13607	-0.07346	-0.15278	-0.12617	0.02997
Item 5	-0.15833	0.18511	0.77572*	-0.04023	0.04282	-0.07562	0.18863
Item 6	-0.05857	-0.52375*	0.02679	0.20661	0.24760	0.14267	0.16565
Item 7	-0.18211	0.09770	0.17366	-0.04730	-0.01268	-0.55328*	0.49145
Item 8	0.11267	0.35947*	0.00137	-0.32470	0.18158	-0.00355	0.12165
Item 9	0.19637	0.10747	-0.63251*	0.03593	0.29480	0.07913	0.19050
Item 10	0.04405	-0.25675	-0.06309	0.53709*	0.08136	0.17100	-0.03930
Item 11	0.10888	-0.19159	-0.10525	0.11250	0.08940	0.92147*	0.01555
Item 12	0.06638	0.09898	-0.07870	0.10171	0.33143*	0.20045	-0.05170
Item 13	-0.01781	-0.02293	-0.01338	0.74269*	0.01995	0.01763	0.12442
Item 14	0.21795	-0.12633	-0.19632	0.31699*	0.31569	0.04399	0.00874
Item 15	-0.12902	0.10440	0.16854	-0.01730	0.00453	0.04016	-0.27266
Item 16	0.08468	-0.73400*	0.15671	0.01730	0.00453	0.04016	-0.18681
Item 17	-0.29109	0.08053	0.26937	-0.09515	-0.26076	-0.13256	0.14701
Item 18	-0.47153*	0.09782	0.11360	-0.12846	-0.05361	-0.08565	-0.01010
Item 19	0.35034*	-0.38506	-0.23465	-0.09836	0.04002	0.10766	0.19204
Item 20	-0.53143*	0.12432	0.24223	-0.04322	0.08973	-0.03095	0.20232
Item 21	0.65154*	-0.01661	-0.13823	0.05845	0.14181	0.09759	-0.05780
Item 22	-0.07831	0.52073*	0.32823	0.02192	-0.03924	-0.06935	0.17558
Item 23	0.71829*	-0.02600	-0.08645	-0.06681	0.10344	0.14208	-0.06958

TABLE 9 CONT'D

Veriable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Item 24	-0.11112	0.04433	0.05683	0.13079	-0.24172	0.00842	0.54818*
Item 25	0.07413	0.70708*	-0.00348	-0.07653	0.09414	-0.01871	0.06016
Item 26	0.82388*	0.00005	0.05832	0.05129	0.00571	0.01489	-0.06767
Item 27	0.74926*	0.01224	0.07934	-0.00239	0.24643	0.10046	0.05021
Item 28	0.70681*	0.15508	-0.04377	0.08945	0.09072	-0.04386	0.21868
Item 29	-0.60990*	0.11345	0.10452	0.18482	-0.00132	0.01165	0.01548
Item 30	0.80027*	0.14604	0.23629	0.08947	0.06560	-0.02778	0.14281
Item 31	-0.05157	0.58240*	0.07606	-0.05833	0.07430	0.01526	-0.03979
Item 32	-0.18629	-0.02244	0.74118*	-0.04775	0.02445	-0.05097	0.20036
Item 33	-0.01416	0.13155	0.23661	-0.03488	-0.04084	-0.08069	0.37732*
Item 34	0.06653	-0.11377	0.02995	0.06365	-0.09165	0.00568	0.00824
Item 35	-0.75173*	0.00382	0.12683	0.00550	0.00377	0.04067	0.15199
Item 36	-0.54221*	0.06655	0.31823	-0.17121	0.06228	0.01414	0.09515
Percent Variance	37.5	17.2	9.7	8.1	6.5	5.2	4.9
Percent Total Variance	22.2	10.9	6.7	5.7	4.9	4.3	3.9
Eigen Values	7.62	3.49	1.97	1.64	1.31	1.04	1.00

(* = Items which contribute significantly to definition of factor.)

TABLE 10

FACTOR ANALYSIS RESULTS OF THIRD SURVEY DATA

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Item 1	0.06110	-0.47521	0.00511	-0.10241	0.30980*	-0.11339	0.15832
Item 2	0.06477	0.00696	0.10719	0.16536	0.05291	-0.70130*	0.12905
Item 3	0.24082	-0.25079	-0.17977	0.24104	0.16657	-0.13802	0.19826
Item 4	-0.01549	0.58364*	0.09550	-0.18591	0.24537	0.26722	-0.08157
Item 5	-0.24661	0.21357	0.25152	-0.11901	0.28302	-0.04239	-0.41697*
Item 6	0.01726	-0.62346*	-0.06019	0.16735	0.00067	-0.19075	0.22145
Item 7	-0.04596	0.14876	0.68825*	-0.17687	-0.06693	0.10342	-0.07591
Item 8	0.13628	0.19812	0.02043	0.26994	-0.01207	0.00030	0.71175*
Item 9	0.31152	0.19466	-0.14704	0.07516	-0.01207	0.00030	0.71175*
Item 10	0.08911	-0.49650*	-0.14908	-0.11913	0.33344	0.04830	0.01719
Item 11	0.12986	-0.15554	-0.83774*	0.13483	0.11337	0.04106	0.16791
Item 12	0.08988	0.06753	-0.17705	0.47300*	0.02020	-0.19352	0.13005
Item 13	-0.01927	-0.01825	-0.11210	0.00976	0.59407*	0.07514	-0.09156
Item 14	0.11030	-0.26962	0.01960	0.70088*	0.22430	0.13776	0.08858
Item 15	-0.08956	0.31296*	0.14580	-0.12272	0.05751	0.19542	-0.13256
Item 16	-0.03563	-0.65490*	-0.11179	-0.08548	-0.05391	0.15622	-0.12834
Item 17	-0.35276*	0.11082	0.03320	-0.07921	-0.05012	0.10844	-0.26791
Item 18	-0.59435*	0.23604	0.18947	-0.14057	0.22004	-0.01945	0.05258
Item 19	0.50824*	-0.07658	-0.04160	0.22718	-0.21704	-0.08201	0.07768
Item 20	-0.72548*	0.00679	0.06873	-0.18405	0.17926	0.09528	-0.01277
Item 21	0.69959*	0.04592	-0.06493	0.07389	0.16862	0.01307	0.16637
Item 22	-0.07011	0.58593*	0.24893	-0.22440	0.03804	-0.06062	-0.17181
Item 23	0.77255*	-0.05153	0.11591	0.16464	0.07119	-0.09214	-0.01698

TABLE 10 CONT'D

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Item 24	-0.02613	0.09656	0.15213	0.02953	0.18906	0.49493*	0.04673
Item 25	0.08563	0.82088*	-0.03964	0.00781	-0.00056	0.00725	0.13933
Item 26	0.84365*	0.08604	0.06286	-0.06283	-0.13010	0.10776	0.12435
Item 27	0.75137*	-0.00886	0.06100	-0.18712	0.15088	0.01894	0.12642
Item 28	0.62646*	0.09488	-0.20719	-0.16978	-0.04999	0.04423	0.14852
Item 29	-0.62894*	-0.03000	0.09735	-0.06658	-0.05797	0.11031	-0.11646
Item 30	-0.82853*	0.01378	0.08513	-0.00331	-0.02092	-0.03126	-0.12086
Item 31	0.05676	0.69891	0.04155	-0.00068	-0.04348	0.01413	0.09364
Item 32	-0.27126	0.13687	0.13788	-0.14891	0.14719	0.17790	-0.64334*
Item 33	0.04166	0.08244	0.19442	-0.47012*	0.20983	0.04742	-0.02469
Item 34	0.07542	-0.14525	-0.12296	-0.07111	0.03659	0.12033	0.07749
Item 35	-0.74810*	-0.08681	0.12362	-0.09463	0.02051	0.13316	-0.05822
Item 36	-0.51404*	0.00012	0.04836	0.19309	-0.02340	-0.08217	-0.18488
Percent Variance	35.9	21.3	9.6	7.0	6.1	5.5	4.6
Percent Total Variance	21.7	13.4	6.8	5.3	4.8	4.3	3.9
Eigen Values	7.40	4.40	2.00	1.47	1.27	1.14	.95

(* = Items which contribute significantly to definition of factor.)

TABLE 11

STUDENT SCORES ON MULTIPLE-CHOICE TESTS, BY SECTION GROUPINGS

	Environmental Marketing I	Positioning I
Group 1*		
Sec. 1	7,4,7,8,8,10,7,5,7,6,6,9,10	9,6,8,8,9,9,7,9,7,10,8,5,7,9
Sec. 2	7,8,6,8,7,8,8,5,5,9	6,8,6,8,7,8,8,9,9,7,8
Group 2*		
Sec. 1	8,9,9,8,9,6,10,9,8,9,8,9	7,8,9,9,9,9,9,9,8,6,7,8
Sec. 2	9,6,10,8,8,9,10,8,10,9,8,9,7,8,9	6,7,9,7,9,10,8,10,8,8,6,10,7
Group 3**		
Sec. 1	8,6,8,9,6,10,9,8,9,8,9	8,7,9,8,8,8,6,8,7
Sec. 2	7,9,7,7,7,8,8,7,9, 7,9,9	8,8,9,3,5,5,8,9,9,7,7,9,8,8
	Environmental Marketing II	Positioning II
Group 1*		
Sec. 1	10,7,6,9,10,10,7,7,8,9,7,7,7,7	8,8,7,7,9,9,6,8,7,9,6,9
Sec. 2	8,8,9,6,4,8,8,9,4	6,10,7,8,7,9,8,5,6
Group 2*		
Sec. 1	8,9,9,8,9,6,10,9,8,9,8,9	7,10,9,9,8,6,9,9,9,6,5
Sec. 2	7,8,8,7,8,8,9,8,9,8,8,7,9	7,6,10,10,10,8,7,7,8,9,8,8,9,8,10
Group 3**		
Sec. 1	9,8,8,8,8,10,9,8,9,8	9,8,8,4,8,10,9,6,8
Sec. 2	8,9,8,6,8,7,9,9,5,7,8,7,10	10,9,9,9,7,6,6,10,9,8,8,9,6,8

(* = Students from these groups attended during Winter quarter, 1977.)
(** = Students from this group attended during Fall quarter, 1977.)

Evaluation of Multiple-Choice Test

The data from the 10-point multiple choice examinations given after each television lesson were evaluated using t-tests for independent means. The purpose of this analysis was to determine whether there existed a significant difference between the test results of the groups exposed to the expository television lessons and the groups exposed to the television lessons containing theatrical skits.

Of such tests, the t-values obtained in the comparison of the control group with the experimental group were well below the values needed to reach significance. In fact, all t-values except those for each group on the second test were below 1.00. Even the three values for the results of tests on the second set of the television lessons were at or below 1.50. (See Table 12).

TABLE 12

t-VALUES FOR THEATRICAL VS. EXPOSITORY GROUP TEST SCORES BY CLASSES, "ENVIRONMENTAL MARKETING" AND "POSITIONING" PRESENTATIONS

	(t-value, df)		
	1*	2*	3**
Environmental Marketing I	(0.21,21)	(-0.08,25)	(0.0,22)
Environmental Marketing II	(1.27,21)	(1.41,23)	(1.50,21)
Positioning I	(0.63,23)	(0.18,23)	(0.46,21)
Positioning II	(0.74,19)	(-0.67,24)	(-0.48,21)

* = Winter Quarter, 1977
** = Fall Quarter, 1977

Chapter IV

SUMMARY, DISCUSSION AND CONCLUSIONS

The student of today must learn more and have more educational experiences in a shorter period of time to keep up with the constantly changing and expanding technology. Television has been employed to meet some of these educational demands. However, with all of the technology and instructional television facilities available, television is still not well integrated into educational systems, especially at the level of higher education.

Research repeatedly and conclusively has proven that students do learn from instructional television programs and in many cases learn more than conventionally instructed students. With the compilation study completed by Chu and Schramm, Learning From Television, practitioners and researchers had for the first time, pertinent research information condensed into a readable and manageable book that could be applied in the development of instructional television programming. However, research literature is found to be void of researched production principles that can be applied in the development of instructional television content.

There are two models that have given impetus to more

research, i.e., the British Open University which was the reason for the development of the United States' University of Mid-America, and the Children Television Workshop with their "Sesame Street" and "Electric Company". The instructional design and procedures used to produce these televised instructional programs serve as models for future instructional development using television. The purpose of these programs is to educate the pre-school and early elementary school children, in the case of "Sesame Street" and "Electric Company", or post-secondary education for adults with no degree programs, campus or resident faculty in the case of the University of Mid-America. None of these program designs, however, is specifically aimed at the improvement of televised instruction in higher education. There is a need for much additional and continued research to be done in the area of production principles and lesson variants by instructional developers, producers and directors of ITV programs, and to make this information available for guidance in selecting and organizing teaching materials.

This study explores the development of an innovative instructional technique, peculiar to television instruction, that presents information in theatrical skit form that will be more interesting and attention compelling than traditional forms of presentations. The type of theatrical skit used would be written in the traditional dramaturgical style but

modified to make this type of drama suitable for purposes of televised instruction.

The theatrical skit would be short in duration, from 2-5 minutes, concentrating on a single concept containing a simplified plot. The conflict stage would be omitted because time limitations would not permit ample resolution. The skit would move from the exposition stage to the resolution stage eliminating the traditional stages of conflict, complication and climax. If a conflict is needed for purposes of stimulation and/or gaining attention, time limitations would reduce the conflict to a minimum allowing for more time for the development of the resolution stage where the content is taught.

This study was concerned with (1) the measuring of student attitudes toward receiving instructional material in skit form, (2) measuring the learning that occurs as a result of viewing skit-lectures, and (3) establishing a procedure, when designing instructional telelessons containing skits, for use by others who produce and direct instructional software. This study suggests that individual colleges and universities can develop their own resources to produce television lessons containing theatrical skits not offered by professional agencies or instructional television distributors.

This research was limited to the evaluation of four expository and four theatrical telelessons produced by the authors specifically for the Marketing 706:134 class taught at The

University of Toledo Community and Technical College. This study did not investigate educational methods, design procedures, practices or production techniques used by professional agencies that incorporated theatrical skits in their televised instruction.

There were five general factors in determining students' attitudes designed in an attitude survey. These suppositions were formulated concerning the (1) attitude of the student toward the course, (2) instructor, (3) television notes, (4) multiple choice test and (5) method of instruction.

1. Course Attitude: The students agree the marketing course is interesting and a worthwhile course to take. The course material is useful and not difficult to understand.
2. Attitude Toward Instructor: The teacher for the marketing course presents the course material clearly in both the classroom and the television lessons. The instructor is considered a good classroom and televison teacher.
3. Multiple-Choice Test: The students prefer taking the 10-question, multiple-choice test immediately after watching the television lecture; the examination is fair considering the material to be learned; and the test questions are an appropriate measure of the content of the lectures.

4. Television Notes: The outlines for the television lectures are helpful; filling-in the outline is no different than taking regular course notes.

5. Method of Instruction:

   A. Attitude toward television lectures: Television lectures are just as effective as classroom lectures and that more lectures should be televised. Students generally prefer television lectures rather than classroom lectures.

   B. Attitude toward use of skits: The skits in the television lectures were realistic and good. Students prefer television lectures containing skits.

   C. Attitude toward skits as a teaching tool: The skits in the television lectures explained course material clearly; it was not difficult to learn the material contained in the skits; the skits were not distracting or confusing.

   D. Attitude toward learning from skits: The material presented in the skits was easy to learn; it was an enjoyable way to learn;skits are a pleasant diversion from the rest of the television lecture; and it is just as easy to learn from the skits as it is from the television lectures.

The researchers hypothesized that there is no significant difference in learning when viewing an expository instruc-

tional television lesson, or an instructional television lesson containing theatrical skits.

Two television lectures, each containing two segments, 33-35 minutes in length, were produced for this study. A systems approach was designed to develop the television lessons. Detailed instructional objectives were written relative to the content of the lesson. The lessons were designed with an introduction, the lecture, and a summary. Main points were extracted from the instructional objectives and reinforced by examples, comparisons, statistics, etc. Visual reinforcement was also designed and produced, including graphics, charts, graphs, 35mm slides, etc.

Identical television lessons were produced containing theatrical skits. The lectures were developed with the guidelines that: (1) each experimental lesson contained the same information as the control lesson, (2) all skits were an essential part of the lesson, (3) the skits were written in a way not to detract from the other parts of the lecture, (4) the skits were written for college level students, and (5) the theatrical scenes contained similar reinforcement devices as contained in the expository lessons.

The skits were categorized into (1) expository skits containing detailed instruction; (2) stimulative skits containing instructional material presented by the actors in a problem format, with answers being given in sequence form

as the learner would have to complete the sequences to solve the problem; and (3) humorous skits containing content material presented in a comical way that would create a pleasant diversion from the continuous flow of information.

Lecture material to be written as skits was carefully analyzed. The material that was used for purposes of reinforcement was generally that which was selected to be written in skit form. Skit pacing was also considered, i.e., a ratio was established between the amount of material to be presented by the teacher and the amount of material in skit form. The ratio of two-thirds teacher-presented material and one-third skit-presented material was established. The skits, when possible, were evenly distributed throughout the television lesson to sustain student interest.

Ease of conversion from the lecture format into a skit format was also studied. Lecture parts judged complex for the conversion were avoided to eliminate possible confusion. Each of the four completed experimental television lessons contained 6 skits ranging from one to five minutes totaling 19-12 minutes of the 33-35 minute lesson.

Since most of the content of the lessons dealt with grocery stores and super markets, a section of a small general store having a counter and some shelving was built in television studio. Shelf items normally found in grocery

stores were borrowed from the Department of Theatre and from local super markets.

A middle-aged grocery store manager, Jed, was selected as the main character who delivered most of the content information as he supervised Becky, the cashier, and Rick, the stock boy. Rick was characterized as a young college student, majoring in marketing at the near-by university, eager to learn marketing principles and practices.

Fill-in television notes were provided for each telelesson for all students prior to viewing the lesson. The notes served as a general orientation to the lesson and as a study guide since the lecture information was not available in text form.

A survey was then designed to solicit student attitudes toward receiving information from the prepared telelessons. Available surveys were reviewed. A set of statements was used to measure attitudes for each factor under study. A forced-choice Likert scale was utilized in which the students were forced to agree or disagree with the given statement. A "no opinion" response was not included. Responses to the statements were assigned the values of: strongly agree = 1, agree - 2, disagree = 3, and strongly disagree = 4.

A rotated group technique was used to acquire the data. The selection of student groups was determined through the use of a random numbers table.

At the completion of viewing one expository and one theatrical lecture, the first attitude survey was administered. Careful completion instructions were given as well as the definition of evaluating terms. A second survey was given after the students viewed the next two television lessons. The second survey permitted comparisons of attitudes with the first survey to determine whether any shift in attitudes toward the television lesson occurred with additional viewing. After the second survey, both groups were informed of the goals of the research study in progress. A brief discussion period was held. A third survey was then given after this discussion for purposes of obtaining any shift in student attitude as a result of being informed of the research in progress.

There were 142 students who participated in the attitude survey. One hundred twenty-six (88.7%) of the students were enrolled in the Community and Technical College with 12 students enrolled in one of the baccalaureate colleges and 4 adjunct students. The mean age range was 19.5 from a day class to 24.5 years from one evening class. The data revealed younger students (m = 21.6) attend day sessions while older students (m = 24.25) attend evening sessions.

The majority of students (71.8%) were enrolled as full-time students taking a minimum of 12 credit hours. The average number of accumulated credit hours of 37.6 would

academically qualify the majority of students as third quarter freshmen. Twenty-eight percent of the part-time students took approximately 4-8 credit hours per quarter. The number of hours averaged 11.1, indicating more part-time students than full-time students in the classes. The grade point average for the combined sections was 2.38 on a scale of 4.0.

The second phase of this study was designed to measure the differences in learning between students who view expository-lectures and those who view skit-lectures. A 10-question multiple-choice test was constructed from the established objectives. One test question was designed for each of the skits with four additional test questions on other areas of the lesson. The questions were designed to measure general understanding of concepts.

The construction of the four 10-point multiple-choice tests followed these guidelines: (1) simple rather than difficult language was used, (2) ambiguous wording, clues, suggestions, catch words were avoided, (3) general rules governing good question construction were employed and (4) the questions were written in objective form. Since this was a multiple-choice test, the following guidelines were used for the construction of the answers: (1) answers were written using parallel language, (2) distractors or incorrect options that would appear plausible were designed, (3) give options were listed for each question, (4) correct answers were

randomized, and (5) marginal responses were included along with the terminal answers.

A split-group, rotated technique was used to obtain the data, i.e., the experimental television lesson containing skits was introduced to both groups; hence each group alternately became the control and experimental group.

At the conclusion of the television lesson, the students had 7-10 minutes to review their notes before the test was administered. Test scores were submitted to a common t-test for independent means.

CONCLUSIONS AND DISCUSSION

The Attitude Survey

General course attitude. The survey data revealed the students' attitudes toward the course were generally positive. The students indicated the marketing course was not boring and that generally, they did enjoy attending class sessions. The students indicated the material taught was generally useful and the level of material taught was not too elementary. There was a neutral attitude toward having the marketing course made as a requirement for all students.

Attitude toward instructor. The students had a positive attitude toward the instructor and his teaching ability both as a classroom and as a television teacher. The students were in slight agreement that the instructor made sure

everyone understood the material presented in the television lectures. The students believed the instructor did attempt to have the students understand the course material and did make classroom lecture points clear. The classroom lectures were rated good and the instructor was seen as generally doing a good job teaching in the classroom. The students felt the instructor presented the material clearly on television, and that the instructor was also a good television teacher.

Multiple-choice test. The attitude toward taking the 10-point multiple choice test quiz within 7-10 minutes study time after viewing the television lectures was also rated positive. Generally, the students felt there was enough study time provided to prepare for the quiz. The students indicated that it was a good idea to take the test immediately after viewing the television lecture. The tests were rated fair and students indicated the tests were appropriate measures of the content of the television lectures.

Television notes. A positive attitude toward the use and completion of the television fill-in type notes was evidenced. The students indicated the outlines were helpful. There was a very slight positive attitude toward completing the prepared fill-in outline as compared to writing original class notes. However, there was a slight negative feeling toward completing the television notes while viewing the skits. This would indicate the students had a high level of

interest and attention while watching the skits and the requirement of note taking was interfering with the viewing of the skit. It would have been appropriate to have a summary immediately following the skit that allowed for note taking time as well as a review of the information presented in the skits. This might also be a contributing factor that would increase information gain and increase retention as well as stimulating a more positive attitude toward receiving information in skit form.

Method of instruction.

(1) The students generally disclosed a neutral attitude toward the use of televised lectures. The students had a neutral attitude toward the television lectures being as effective as classroom lectures and a neutral attitude toward preferring classroom lectures instead of televised lectures. The students evidenced an attitude of neutrality toward wanting more televised lectures.

Research discloses college students tend to have a negative attitude toward the use of instructional television. These students tend to prefer small discussion classes to television classes and television classes to large lecture classes.[1] The average size of all classes included in this study, (m = 23) would fall into the small discussion class category. There are other factors that may produce negative attitudes toward the use of television, i.e., (1) the amount of personal contact the students think they will have with

the instructor; (2) the comparison of the classroom with the television teacher (in the case where there are two teachers; a classroom and a television teacher); (3) the interest level of the television lesson; (4) the type of television program previously seen by the student; and (5) the conditions of viewing, i.e., the classroom setting and technical problems involved in transmitting the program.[2] Previous research also indicates the more a student views television lectures, the less likely the student is to have a negative or unfavorable response toward the use of television for instruction.[3] The students surveyed in this study evidenced little previous experience in viewing instructional television lessons. Seventy-seven (54.22%) of the students indicated no previous instructional viewing experience in elementary, high school or in college. Of those students who indicated previous instructional television experience (45.78%) only 13.99% of all their course work was televised (a low percentage of viewing time considering the combined years of education.)

Although the students' attitude toward the use of television lectures was one of neutrality (2.4433) it is postulated that if the students had had additional previous positive viewing experience, the probability of the students evidencing a more positive attitude would have been much higher. Data indicate that there is reason to believe the

students might have had a more positive attitude toward receiving more televised lectures had it not been for the research design to test the students after each televised lesson. It would seem quite probable the students developed a slight approach-avoidance attitude toward receiving the televised lectures. The students preferred the television lessons, but not the test, which might have created an unpleasant stress situation.

(2) There was an ambivalent attitude toward the use of skits in the television lectures. The students indicated an attitude of neutrality toward judging the skits as realistic. The students did, however, indicate slight agreement in judging the skits as good. There was again an ambivalent attitude toward preferring television lectures containing skits, as well as a neutral attitude toward preferring more televised lecture material with fewer skits. There was a slight negative attitude toward preferring television lectures without skits.

The data reveal there is an indication that the amount of skits incorporated into the television lectures appeared to be somewhat balanced, i.e., two-thirds lecture with one-third skits. The students were not certain if they wanted more skits than were presented, but they indicated they did not want fewer skits.

(3) The students indicated a slight positive attitude

toward the use of skits as a teaching tool and a slight positive attitude toward the skits explaining the course material clearly. They slightly disagreed that the skits detracted from the material being taught. There was also disagreement that the use of skits made it difficult to learn the material. There was also slight disagreement that the skits made the material confusing.

(4) The students evidenced a positive attitude toward learning from the skits. The students indicated that the skits were an enjoyable way to learn, a pleasant diversion from the rest of the television lectures, and that the material in the skits was easy to learn. The students, however, indicated an attitude of neutrality that it was just as easy to learn from the skits as it was from the lecture.

Analysis of Shift in Attitude

The orientation discussion informing the subjects of the purpose and objectives of the research study did not have an effect on the existing attitudes. There were only five questions (13.9%) for which attitudes shifted between positive and negative and those shifts were considered very slight. The attitudes that did change were all within the neutral range of 2.33 to 2.66. The shifts in attitude that did occur dealt with one question of attitude toward the instructor and four questions dealing with the method of instruction.

The researchers concluded that the orientation discussion session concerning the purpose and objectives of this research study after two attitude surveys had been administered had no effect on changing the attitude of the student and the attitudes indicated on the first and second surveys are the actual attitudes toward those televised EXPOSITORY-LECTURES and SKIT-LECTURES.

Test for Cognitive Gain

The t-test data revealed that there was no significant difference in learning between the experimental group viewing the skit-lectures and the control group viewing the expository-lectures. It therefore can be concluded in this study that students learned as much from skit-lectures as they did from the expository-lectures. Skit-lectures were an equally effective way of instructing the students.

Recommendations for Further Research

Based on conclusions drawn from this study, repeated research needs to be undertaken, not only to replicate this study for purposes of reliability, but to refine and discover new techniques that will produce a more positive student attitude toward learning from skit-lectures. Additional testing is necessary to discover and refine techniques that may also increase cognition beyond the level of "no significant difference."

This study was limited to students attending a two-year community and technical college. Replication needs to be instigated with larger populations in various four-year disciplines.

Writing techniques used by commercial production agencies should be surveyed and analyzed to ascertain dramaturgical variations that have greater appeal and are more conducive to learning. Finally, further study needs to be completed to determine what types of expository lesson materials are better suited to adaptation into theatrical scene form.

FOOTNOTES

[1]Goodwin C. Chu and Wilbur Achramm, Learning from Television (Washington, D. C., National Association of Educational Broadcasters, 1968), p. 65.

[2]Ibid., p. 69.

[3]International Institute for Educational Planners, The New Media In Action, Vol. 1 (Paris, UNESCO and International Institute for Educational Planners, 1967), p. 67.

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APPENDIX A

SKIT LECTURE SCRIPTS

"ENVIRONMENTAL MARKETING"
Part I

A major problem for the advertiser is how to sell his brand to the customer in the face of many competing messages. The number of messages from all types of advertising media has been estimated by some sources to be as high as 2,300 per day.

To provide this help for personal products or industrial products ... and for services such as insurance, car rental, and banking ... most advertisers find it useful to consider a marketing program as a system of interrelated components, each with a specific function as its part of the entire selling job.

From initial planning on, these companies integrate all the elements of their marketing mix -- research, packaging, advertising, sales, and so on -- recognizing that a decision concerning one affects all the others.

Because the end result of the complete system is creating sales, an increasingly important consideration for marketers is the place where the sale is actually consummated.

The place where the customer can turn a thought into a purchase. (Pause) Creating the environment which creates sales is called ... environmental marketing. That's what this presentation is all about. Environmental marketing is that part of the marketing mix that deals with modifications of the environment, or physical surroundings, at the point where the purchase is made, where the buyer's fingers pick

up the product, or accept the service.

The skillful use of point-of-purchase materials is the basic means of making environmental modifications.

The environmental marketer uses a variety of point-of-purchase units ... in different forms and sizes... to meet the needs of different manufacturers ... and retailers of goods and services.

For the next few minutes let's consider the fundamentals of point-of-purchase advertising, usually referred to as P-O-P ...

Point of purchase advertising is the term applied to promotion material appearing at the point in a store where ownership of products is transferred from store to customer. This material "talks to" customers, and attempts to influence favorable buying decisions -- shelf talkers, banners, mobiles, and so on ...

TO HELP YOU BETTER UNDERSTAND SOME OF THE MARKETING CONCEPTS AND PRACTICES, WE'RE GOING TO BE VISITING JED'S GENERAL STORE FROM TIME TO TIME. LET'S GO OVER THERE NOW AND GET ACQUAINTED.

Skit No. 1

TYPE ... straight expository
TIME ... 2 mins. 19 secs.

Sinclair ... HERE'S JED. A MIDDLE-AGED GROCERY STORE MANAGER. HE OPERATES A GENERAL STORE, FIRST STARTED BY JED'S DADDY IN 1922 IN A REMOTE AREA. JED SELLS TO TOWNSPEOPLE AND TOURISTS. HIS STORE IS A LOCAL POINT AROUND WHICH FRIENDS AND NEIGHBORS REVOLVE. HE'S KNOWLEDGEABLE ABOUT BUSINESS, AND INHERITED THE STORE UPON HIS FATHER'S DEATH SOME YEARS AGO.

YOU ALSO SEE BECKY, EMPLOYED BY JED. SHE'S THE STORE'S CASHIER. SHE STOCKS SHELVES AND ASSISTS SHOPPERS.

AND YOU'LL ALSO SEE RICK, THE STOCK BOY, JED'S RIGHT-HAND MAN. HE'LL BE HERE SHORTLY. RICK IS ENROLLED IN THE NEARBY COLLEGE STUDYING BUSINESS. HE ASPIRES TO BE A MANAGER OF A SUPER-SUPERMARKET SOME DAY.

Jed ... BECKY, WOULD YOU GIVE ME A TOTAL ON THESE FIGURES, RIGHT AWAY? I NEED THEM FOR MRS. MAC DONALD.

Becky ... HI, RICK.

Jed HOW DID YOUR CLASSES GO TODAY?

Rick ... JED, BECKY ... I JUST DIDN'T REALIZE HOW BIG A GROCERY STORE CAN GET UNTIL TODAY! DO YOU KNOW ACCORDING TO THIS PROFESSOR OF MINE, SOME 10,000 PRODUCTS SIT ON THE SHELVES OF AN AVERAGE AMERICAN SUPER-MARKET AND 18 TO 20 THOUSAND PRODUCTS ARE IN SUPER-SUPER-MARKETS, ALL COMPETING FOR THE BUYER'S ATTENTION?

Jed ... HEY, YOUR PROFESSOR IS REALLY GIVING YOU SOME GOOD INFORMATION.

Rick ... YOU WANT TO KNOW SOMETHING ELSE, JED? THERE ARE SOME 200 TO 300 ITEMS ADDED TO THE SUPERMARKET SHELVES EACH YEAR--OVER AND ABOVE THE NUMBER OF ITEMS DISCONTINUED. ACTUALLY, SOME 1,000 NEW ITEMS, ARE INTRODUCED EACH YEAR. SOME, AS YOU KNOW, ARE VARIATIONS OF OLD PRODUCTS. BUT WHAT'S MORE STARTLING, ABOUT 80% OF THEM DON'T PROVE SUCCESSFUL! THEY JUST DON'T MAKE IT TO THE CONSUMERS' HOMES.

Jed ... YOU KNOW, IT'S KINDA FUNNY, MY DAD NEVER HAD PROBLEMS LIKE THAT! HE SOLD A LOT OF MEAT AND POTATOES AND OTHER FOODSTUFF THAT MADE YOU STRONG AND HEALTHY. HE NEVER HAD TO WORRY ABUT THIS KINDA STUFF.

Rick ... THAT'S RIGHT, JED. AND THE PROBLEM BOILS DOWN TO THIS ... <u>WHICH PRODUCTS WILL BE BOUGHT?</u> BUYERS HERE IN THE UNITED STATES ARE OVERWHELMED WITH CHOICES. DO YOU KNOW THAT A HALF OF WHAT IS

ON THE GROCERY SHELF TODAY WAS NOT THERE, AT LEAST IN THAT FORM, IN 1960?

Jed ... THAT'S TRUE RICK ... BUT REMEMBER ... THERE ARE POWERFUL PRESSURES TO GET THE AMERICAN CONSUMER TO BUY, AND BUY, AND BUY, AND THEN I CAN MAKE MORE MONEY, MONEY, MONEY.

Rick ... BUT SERIOUSLY JED, MOST MANUFACTURERS ARE RESTRICTED TO A CERTAIN AMOUNT OF SHELF SPACE AND THERE IS PRESSURE ON THESE MANUFACTURERS TO "GET THEIR MOVERS IN THERE!"

NOW, FOR INSTANCE, JED, A MANAGER STACKS PRODUCTS TO GIVE THE EFFECT OF PLENTY. THE DISPLAY SEEMS TO SAY: "I'M INEXHAUSTIBLE, BUY ME!" HE OFFERS FEWER ITEMS WHEN HE WANTS TO SAY: "BETTER BUY ME WHILE I LAST", THUS CREATING TO SOME EXTENT, A SHORTAGE."

Jed ... WHAT YOU'RE SAYING, RICK, IS THAT IF ONE COMPANY'S PRODUCTS DON'T SELL, ITS SPACE WILL BE GIVEN TO ANOTHER FIRM'S MERCHANDISE.

Rick ... YEP, THAT'S IT, JED, AND AS SOON AS ONE COMPANY COMES OUT WITH A NEW PRODUCT, MANY OF ITS RIVALS FOLLOW SUIT WITH A "ME-TOO" ARTICLE. LET'S FACE THE FACTS ... IT'S MUCH EASIER FOR A COMPANY TO COME OUT WITH A "ME-TOO" ARTICLE THAN TO SPEND THE 2 OR 3 MILLION DOLLARS IT COSTS TO RESEARCH AND DEVELOP A COMPLETELY NEW PRODUCT

Jed ... MONEY'S ALWAYS A PROBLEM, RICK. WHY, AT TODAY'S FOOD PRICES THE MAN WHO GOES BANKRUPT CAN BLAME IT ON SOMETHING HE ATE ...

Sinclair ... NOW, LET'S SUMMARIZE. MAKE SURE THESE POINTS ARE IN YOUR NOTES, PLEASE ...

THE IMPORTANT POINTS FOR STUDENTS TO NOTE FROM THE FOREGOING ARE: FIRST, THAT SOME 10,000 PRODUCTS SIT ON THE AVERAGE AMERICAN SUPERMARKET SHELVES; SECOND, AND THAT CURRENTLY THERE ARE 18 TO 20 THOUSAND PRODUCTS IN THE SUPER-SUPERMARKETS, ALL COMPETING FOR CONSUMER ATTENTION AND CONSUMER DOLLARS! THIRD, THERE ARE SOME 200 TO 300 ITEMS ADDED TO SUPERMARKET SHELVES EACH YEAR--OVER AND ABOVE THE NUMBER OF ITEMS DISCONTINUED. FOURTH, THERE ARE ABOUT 1,000 NEW ITEMS, MANY OF THEM VARIATIONS OF OLD PRODUCTS, INTRODUCED EACH YEAR. AND A LARGE NUMBER OF THEM, ABOUT EIGHTY PERCENT, DO NOT PROVE SUCCESSFUL.

THE PROBLEM RESOLVES ITSELF TO THIS: WHICH PRODUCT WILL BE PURCHASED? AMERICAN BUYERS ARE OVERWHELMED WITH CHOICES. THIS IS WHERE ENVIRONMENTAL MARKETING COMES IN.

RETAILERS GENERALLY CONFIRM THAT EXPOSURE OF A PRODUCT TO A BUYING PUBLIC INCREASES ITS SALES. THEY REGULARLY MANIPULATE AVAILABLE SHELF SPACE, INCREASING VISIBILITY OF THE PRODUCT BY ADDING UNITS, REPOSITIONING IT INTO AREAS OF HIGH TRAFFIC, AND ADDING

INFLUENTIAL WORDS, COLOR, AND ENVIRONMENT. THE NATURE OF THE PRODUCT, TOO, INFLUENCES MOVEMENT. THE SIZE, WEIGHT, REQUIRED DOLLAR AND REQUIRED INHERENT SKILL LIMITS A GRAND PIANO TO A CERTAIN CLASS OF PEOPLE. A GRAND PIANO ISN'T BOUGHT VERY OFTEN. BUT THE DAILY USE OF RAZOR BLADES PROMOTES THEIR CONSUMPTION AMONG MEN, RAZOR BLADES LEND THEMSELVES TO PROMOTION AND ENVIRONMENTAL FACTORS. PRODUCTS WITH HIGH GROSS MARGINS OF PROFIT ARE FREQUENTLY DISPLAYED IN SUPER-MARKETS AT EYE LEVEL, AT HIGH TRAFFIC POINTS, AND WITH MANY SUPPORTING ELEMENTS SUCH AS SHELF-TALKERS, LIGHTS, MOVEMENT, DISPLAY PIECES, AND BANNERS--ALL ENVIRONMENTAL FACTORS. IN BRIEF, A PRODUCT'S PHYSICAL CHARACTERISTICS, ITS MERCHANDISABILITY, AND ITS USE PROPERTIES, WHEN INTEGRATED, COMPOSE AN ENVIRONMENT OF SALABILITY. RETAILERS ARE CONCERNED WITH ENVIRONMENT TO MOVE THEIR MERCHANDISE OFF SHELVES. THE DEGREE OF MOVEMENT, AND PRODUCT'S SUSCEPTIBILITY TO MOVEMENT, IS IDENTIFIED AS ELASTICITY. RAZOR BLADES HAVE CONSIDERABLE ELASTICITY. GRAND PIANOS DON'T: ONLY A LIMITED NUMBER OF FAMILIES ANNUALLY COME ONTO THE MARKET WITH CHILDREN ABLE TO PROFIT FROM PIANO LESSONS. THE REPLACEMENT RATE OF PIANOS IS NOT GREAT, EITHER. AS DEFINED, THEN, BY ECONOMISTS, DEMAND ELASTICITY APPLIES TO THE DEGREE A PRODUCT OR SERVICE SELLS AS THOSE SALES ARE INFLUENCED BY PRICE.

Skit No. 2

TYPE ... Stimulative
TIME ... 4 minutes, 40 seconds

Rick ... DA DAA. I'VE FINALLY GOT IT! I KNOW OF A WAY TO MAKE MORE MONEY.

Jed ... OH, YEAH? WHAT DA YA HAVE IN MIND, RICK?

Rick ... JED! IF WE RAISED PRICES OF ALL OUR PRODUCTS WE'D MAKE A LOT MORE MONEY.

Jed ... YOU'RE RIGHT, WE WOULD HAVE MORE MONEY UNTIL ....

Rick ... UNTIL? UNTIL WHAT, JED?

Jed ... UNTIL ELASTICITY CATCHES UP WITH US.

Rick ... ELASTICITY? WHAT'S THAT? WHADDYA MEAN ELASTICITY?

Jed ... WELL, YOU JUST CAN'T RAISE PRICES ANY WHICH WAY ANY TIME YOU WANT MORE PROFIT.'

Rick ... AND WHY NOT?

Jed ... WELL, FIRST, OVER IN ELMDALE THERE'S THAT BIG NEW CHAIN SUPER-MARKET. THAT STORE'S PRICES ALONE WON'T LET US DO IT. THEN, SECOND, OUR CUSTOMERS JUST AREN'T VERY ELASTIC OR AGREEABLE. THEY'RE THRIFTY! TAKE OLD LUKE PENNYFEATHER. HE WON'T GO HUNTING BECAUSE HE CAN'T FIND A STORE THAT SELLS USED BULLETS.

Rick ... MAN, THAT IS BEING TIGHT! NO ELASTICITY, HUH?

Jed ... RICK, AS DEFINED BY ECONOMISTS, DEMAND ELASTICITY APPLIES TO THE DEGREE A PRODUCT OR SERVICE SELLS AS THOSE SALES ARE INFLUENCED BY PRICE. A DEMAND FOR A PRODUCT IS ELASTIC IF A DECREASE IN ITS PRICE RESULTS IN AN INCREASE IN THE TOTAL REVENUE, OR, IF AN INCREASE IN THE PRICE OF A PRODUCT RESULTS IN A DECREASE IN SELLER'S TOTAL INTAKE, OR INCOME. A PRODUCT WHICH RESPONDS TO CHANGES IN SALES VOLUME, EITHER UP OR DOWN, IT DOESN'T MATTER, IS SAID TO BE VERY ELASTIC. BUT IF CHANGES IN SALES AREN'T VERY MUCH IF AND WHEN THE PRICE IS CHANGED, A PRODUCT IS SAID TO BE SLIGHTLY ELASTIC. COMPARE ELASTICITY TO AN ELASTIC RUBBER BAND--IT ENLARGES AND CONTRACTS. LET ME SHOW YOU ...

Rick ... OKAY, JED, I THINK I UNDERSTAND ELASTICITY. NOW LET'S SEE IF I DO. LET ME SHOW ELASTICITY ON, SAY, PEACHES. OKAY?

Sinclair ... SO IT IS WITH SHELF SPACE. THE DEMAND FOR SOME PRODUCTS IS INCREASED OWING TO A GREATER ALLOCATION OF SHELF SPACE--OR ENVIRONMENT.

IN THIS CASE, ELASTICITY IS DEFINED AS THE DEGREE OF CHANGE IN UNIT SALES A PRODUCT ENJOYS OWING TO CHANGES IN ENVIRONMENT. A UNIT OF SHELF SPACE, SIMILAR TO A SQUARE FOOT, OR CUBIC INCHES, OR INTENSITY, OR TRAFFIC, OR VISIBILITY, IS NOT AVAILABLE. TOTAL DISPLAY SPACE IS NORMALLY THE MEASURE OF A PRODUCT'S ENVIRONMENT, VAGUE AS THIS MAY BE.

OTHER VARIABLES, SIZE OR PACKAGE, DISPLAY FEATURES, AND RATE OF CONSUMPTION, ALL INFLUENCE THIS MOVEMENT. IT'S DOWNRIGHT DIFFICULT TO STANDARDIZE AND THEN MEASURE ENVIRONMENT.

Skit No. 3

TYPE ... straight expository
TIME ... 2 mins. 30 secs.

Sinclair ... NONETHELESS, COMMON SENSE SEEMS TO INDICATE THERE ARE THREE CATEGORIES OF MOVEMENT INFLUENCED BY ENVIRONMENT: (1) NON-RESPONSIVE ITEMS, (2) GENERAL USE ITEMS, AND (3) SLOW RESPONSE ITEMS.

Jed ... LET ME EXPLAIN IT THIS WAY, BECKY ... NON-RESPONSE ITEMS ARE USUALLY INELASTIC AND DON'T RESPOND TO A CHANGE IN PRICE ... SOME EXAMPLES

CERTAINLY INCLUDE GRAND PIANOS BUT LOOK AT WHAT WE HAVE HERE IN THE STORE ... BROOMS, LIGHT BULBS, BEER AND SNACK FOODS, PACKAGED SOUPS, DIETARY FOODS, WAXES, AND WINDOW CLEANERS. THESE NORMALLY DON'T RESPOND TO CUTS IN PRICE. PEOPLE BUY THESE ITEMS CONTINUALLY ...

BECKY, I USED A TERM A LITTLE WHILE AGO--GENERAL-RESPONSE ITEMS, OR GENERAL-USE PRODUCTS. WHAT KIND OF PRODUCTS WOULD YOU GUESS WOULD BE IN THE CATEGORY?

Becky ... WELL, I'D SAY THESE ARE PRODUCTS THAT DO RESPOND, PERHAPS NOT RAPIDLY OR IMMEDIATELY, OR SLOWLY, JUST SORTA MEDIUM-LIKE.

Jed ... YEP, THAT'S IT. NOW, CAN YOU GIVE ME SOME EXAMPLES?

Becky ... THERE'S PAPER TOWLS, PAPER NAPKINS, CANNED PEACHES, MEATS OF ALL KINDS ... AND COFFEE ... AND, OH YES, JELLIES AND JAMS. HERE ARE SOME MORE. BEVERAGES, FROZEN PIES, FROZEN DINNERS, PIZZAS, SOUPS ...

... OH Y-A-A-S, THERE'S POTATOES, APPLES AND ORANGES, AND ... ALL KINDS OF STAPLE ITEMS.

Jed ... YOU'RE RIGHT! THE ITEMS YOU'VE GIVEN ME DO RESPOND TO INCREASED SHELF SPACE AND ENVIRONMENTAL FACTORS. YET, IN THE LONG RUN THE LAW OF DIMINISHING RETURNS APPLIES, AND CONTINUAL USE OF ENVIRONMENTAL FACTORS DOES NOT GUARANTEE INCREASING SALES.

NOW, THE THIRD CATEGORY GROUPS THOSE PRODUCTS ONLY OCCASIONALLY PURCHASED, OR SLOW-RESPONSE ITEMS. THESE PRODUCTS RESPOND SLOWLY TO INCREASES IN SHELF SPACE AND ENVIRONMENTAL FACTORS. ANY ILLUSTRATIONS, BECKY?

Becky ... WELL, ... SEASONAL ITEMS SUCH AS CHARCOAL, CANDY, NUTS, AND CERTAINLY WINES.

Jed ... SURE, THEY'RE SEMI-ELASTIC OR ONLY OCCASIONALLY ELASTIC.

Sinclair ... LET'S SUMMARIZE AGAIN ...

YOU ALL NOW HAVE A DEFINITION OF DEMAND ELASTICITY. IT APPLIES TO ENVIRONMENTAL ELASTICITY AS WELL. IN THIS SENSE ENVIRONMENTAL ELASTICITY IS DEFINED AS THE DEGREE OF CHANGE IN UNIT SALES A PRODUCT ENJOYS OWING TO CHANGES IN ENVIRONMENT, SUCH AS CHANGE IN SQUARE FEET ALLOCATED TO ITS PROMOTION, TO ITS DISPLAY, ITS REPOSITIONING, OR SATURATION.

IN ADDITION, YOU NOW CAN CLASSIFY PRODUCTS INTO 3 CATEGORIES OF MOVEMENT INFLUENCED BY ENVIRONMENT. (1) NON-RESPONSIVE PRODUCTS, GRAND PIANOS, LIGHT BULBS, SIMILAR PRODUCTS; (2) SECOND, GENERAL USE PRODUCTS WHICH DO RESPOND TO INCREASED SHELF SPACE AND OTHER

ENVIRONMENTAL FACTORS: (3) LAST, PRODUCTS THAT RESPOND ONLY OCCASIONALLY DEPENDENT, PERHAPS, ON THE SEASON, THE WEATHER, AND SO ON.

NOW NOTE THAT THE RELATIONSHIP BETWEEN SHELF SPACE AND OTHER ENVIRONMENTAL FACTORS AND UNIT SALES IS NOT UNIFORM. SOME PRODUCTS RESPOND TO ENVIRONMENTAL FACTORS MORE RAPIDLY THAN DO OTHER PRODUCTS. SEASONS AND CLIMATE INFLUENCE SALES, DESPITE ENVIRONMENTAL FACTORS. THE EFFECT OF ENVIRONMENTAL FACTORS VARIES BY GEOGRAPHY. STORES EXPERIENCE VARIETIES OF RESPONSE WITHIN CITIES AND REGIONS. STORE SIZE IS A FACTOR, TOO. THERE IS NO EXPLANATION FOR MOST OF THESE FACTORS. ENVIRONMENTAL MARKETERS CAN ONLY FLY BLIND ON OCCASION, PROFITING FROM HARD EXPERIENCE, SOMETIMES COSTLY EXPERIENCE.

HOWEVER, IN LARGE, WELL-RUN STORES, MOST ITEMS ARE ALLOCATED ENOUGH SHELF SPACE AND ENVIRONMENTAL FACTORS SO THEY BEAR A STANDARD AND LOGICAL PORTION OF THE STORE'S BURDEN. IF THEY DON'T, OUT THEY GO.

Skit No. 4

TYPE ... stimulative
TIME ... 3 mins. 54 secs.

Jed ... IN BRIEF, RICK, YOU JUST CAN'T INCREASE THE PRICE OF A PRODUCT WITHOUT A GOOD REASON. ENVIRONMENTAL FACTORS PLAY A BIG PART; THEY'RE JUST TOO IMPORTANT TO IGNORE. THEY'RE JUGGLED, JIGGLED, APPLIED, AND MANIPULATED, LARGELY BASED ON EXPERIENCE, TO CAUSE MAXIMUM MOVEMENT OF PRODUCTS OFF THE SHELVES.

Becky ... JED, JUST EXACTLY WHAT ARE THESE ENVIRONMENTAL FACTORS?

Jed ... WELL, THERE ARE 5 ENVIRONMENTAL FACTORS THAT YOU SHOULD REMEMBER ... THE FIRST ONE IS ... PROMOTION ...

Rick ... NUMBER ONE, PROMOTION.

Jed ... YES, ADVERTISEMENTS, RADIO COMMERCIALS, HANDOUTS, VERBAL SALES EFFORTS--ALL OF THESE ARE CONSIDERED PROMOTION, AND CONSUMERS RESPOND TO THIS TYPE OF PROMOTION ... NOW,THE SECOND ENVIRONMENTAL FACTOR IS: SEASON AND CLIMATE ...

Rick ... TWO, SEASON AND CLIMATE ....

Jed ... YOU REMEMBER WE SELL STRAWBERRIES ONLY IN JUNE; WE CAN'T GROW THEM ANY OTHER TIME. BUT WE SELL SKIS AND SNOW MOBILES ONLY IN THE WINTER TIME WHEN THEY'RE NEEDED AND CAN BE USED. GOT THAT? SO THE CLIMATE AND THE SEASON OF THE YEAR CONTROL, TO SOME EXTENT, WHAT WE SELL. NUMBER THREE, RICK, IS GEOGRAPHY.

Rick ... THREE, GEOGRAPHY

Jed ... BATHING SUITS MAY SELL ALL YEAR ROUND IN FLORIDA AND CALIFORNIA, BUT NOT HERE! IT'S TOO COLD MOST OF THE TIME. THE GEOGRAPHY ISN'T RIGHT. ON THE OTHER HAND, CAMPING EQUIPMENT AND CANOES DON'T SELL IN ALASKA, BUT THEY'RE PRETTY GOOD MOVERS IN THE SPRING AND SUMMER FOR US, AREN'T THEY?

Becky ... WHAT'S THE FOURTH ONE, JED?

Jed ... THE FOURTH ONE, BECKY, IS THE SIZE OF THE STORE ...

Rick ... FOUR, SIZE OF STORE....

Jed ... IT STANDS TO REASON A LARGE STORE, SUCH AS THE SUPER-SUPERMARKET OVER IN ELMDALE, LOCATED ON A ROAD WITH LOTS OF TRAFFIC, IS GOING TO DO MORE BUSINESS THAN OUR LITTLE STORE. THE SIZE OF THE STORE IS BIG AND THIS MEANS IT IS DESIGNED TO OFFER MORE PRODUCTS TO MORE PEOPLE.

Rick ... HEY! JED! HOW ABOUT US? PEOPLE LIKE US, YOU, ME, BECKY?

Becky ... YES, JED! DON'T WE DO SOMETHING FOR THE STORE?

Jed ... YOU'RE RIGHT. THAT'S THE LAST ONE. STORE PERSONNEL AND PERSONAL FACTORS.

Rick ... FIVE, STORE PERSONNEL AND PERSONAL FACTORS.

Jed ... BECKY, YOU ARE A CONSIDERABLE ASSET TO THIS STORE. YOU HAVE A BRIGHT AND SUNSHINEY PERSONALITY AND REMEMBER OUR CUSTOMERS' NAMES. YOU HELP OUR CUSTOMERS WITH THEIR CHILDREN AND THEIR PURCHASES. THIS ALL HELPS MAKE CUSTOMERS FEEL KINDLY TOWARD US. RICK, YOU HELP CUSTOMERS BY TAKING GROCERIES TO THEIR CAR, HELPING THEM LOCATE THINGS IN THE STORE, BY EXPLAINING THE USE OF VARIOUS PRODUCTS AND EXPLAINING SPECIALS WE RUN FROM TIME TO TIME. SPEAKING FOR MYSELF, I LET MRS. MURPHY HAVE CREDIT, AND I SLIP OLD HENRY WATSON AN EXTRA POUCH OF TOBACCO OCCASIONALLY. YOU KNOW, IT ALL GOES TO MAKE PEOPLE FEEL GOOD. I TRY TO PAY ATTENTION TO PEOPLE. I TRY TO MAKE THEM PERSONAL TO ME. BIG STORES NORMALLY CAN'T DO THIS.

Sinclair ... IN GENERAL, MOST PRODUCTS ARE ELASTIC, THEIR SALES DO RESPOND TO ENVIRONMENTAL FACTORS THAT PUSH THEIR SATISFACTION-GIVING CHARACTERISTICS. IN BRIEF, THEIR MOVEMENT OFF SHELVES IS INCREASED BY ENVIRONMENTAL FACTORS. THIS IS EXPRESSED BY THE GENERAL STATEMENT THERE IS A POSITIVE RELATIONSHIP BETWEEN ENVIRONMENTAL FACTORS AND UNIT SALES. IN SUM, ENVIRONMENT PUSHES SALES, ALTHOUGH THE DEGREE OF INFLUENCE IS LARGELY UNDETERMINED.

Skit No. 5

TYPE ... Humorous
TIME ... 1 minute

Jed ... AHH, YES, A CHANGE IN ENVIRONMENT INFLUENCES UNIT SALES ... I CAN REMEMBER, BACK IN THE DARK DEPRESSION DAYS, A BRAND NEW FOOD CHAIN JUST GETTING STARTED IN THE STATE CAPITAL. IT WAS TRYING TO SELL A NEW, UNKNOWN BRAND OF SUGAR, AND NOT SUCCEEDING VERY WELL. FINALLY, THE PRESIDENT WROTE TO ALL THE MANAGERS OF HIS STORES TELLING THEM TO PUSH SALES OF THIS SUGAR. ALL STORES PROCEEDED TO PUSH, BUT DIDN'T HAVE ANY LUCK, EXCEPT THE CHAIN'S STORE OVER IN ELMDALE. IT WAS SELLING SUGAR BY THE CARLOAD! WELL, THE PRESIDENT HOPPED INTO HIS OL' STUTZ BEARCAT AND TORE OVER TO ELMDALE TO FIND OUT WHAT WAS GOIN' ON. WELL, HE GOT HIS ANSWER ALL RIGHT. JUST INSIDE THE FRONT DOOR ON TOP A HUGE PILE OF POUND BOXES OF SUGAR WAS THIS HOME-MADE SIGN THAT I GOT FROM OLD KLUTE YEARS AGO. I'VE NEVER HAD THE NERVE TO SHOW ANYONE UNTIL NOW. AND HERE'S WHAT IT SAID

DANGER! BE CAREFUL NOT TO MIX 3 POUNDS OF SUGAR WITH 6 BOTTLES OF GRAPE JUICE AND LET STAND FOR 30 DAYS! IT MAY TURN TO WINE! AND YOU KNOW WHAT ELSE? HIS SALES IN ASPIRIN WENT UP TOO!

Sinclair ... THERE IS LITTLE RESEARCH OF A SCIENTIFIC NATURE AVAILABLE ON ENVIRONMENTAL FACTORS. HOWEVER, A GENERAL RULE OF THUMB STATES THAT UNIT SALES CHANGE ABOUT 10% IN RESPONSE TO APPLICATION OF ENVIRONMENTAL FACTORS. REARRANGEMENT OF SUCH FACTORS FOR SOME PRODUCTS CAUSES A 5 TO 6 PERCENT INCREASE IN SALES. ON ANOTHER OCCASION IT MAY CAUSE 2-3 PERCENT INCREASE IN SALES. OTHER ENVIRONMENTAL EFFORTS MAY CAUSE 12 TO 15 PERCENT INCREASE. IT'S DIFFICULT TO FORECAST RESULTS. NONETHELESS, FROM A RETAILER'S VIEWPOINT, A 6 TO 10 PERCENT CHANGE, UPWARD, YIELDS TREMENDOUS PROFIT POSSIBILITIES. YET IT IS DIFFICULT TO IDENTIFY ENVIRONMENTAL-SENSITIVE ITEMS IN ADVANCE OWING TO THE CONSIDERABLE NUMBER OF VARIABLE FACTORS IDENTIFIED PREVIOUSLY. THE EXTREME OF THIS ARGUMENT IS THAT IF ALL SUSPECTED ENVIRONMENTAL-SENSITIVE ITEMS ARE IDENTIFIED, AND DISPLAYED, PROFIT POSSIBILITIES WOULD BE MAXIMIZED. THIS IS AN IDEALISTIC AND IMPRACTICAL TRUTH, BECAUSE AN ENLARGEMENT OF THE STORE SEEKING THIS RESULT IS NEXT TO IMPOSSIBLE. WELL, HIGH LABOR COSTS, MISCALCULATED INVENTORIES, AND A CONTINUOUS STREAM OF NEW ITEMS ALL LEAVE THE INDIVIDUAL STORE MANAGER LIMITED OPPORTUNITY TO MANIPULATE ENVIRONMENTAL FACTORS, YET, A GENERAL CONCLUSION IS REASONABLE, PARTICULARLY SINCE YOU CAN CONFIRM THIS FROM YOUR OWN EXPERIENCE: MOST RETAIL STORE MANAGERS DO MANIPULATE ENVIRONMENTAL FACTORS TO ENHANCE SALES. THEY DO RELATE THESE FACTORS GENERALLY TO PRIVATE LABEL AND IMPULSE ITEMS. THEY DO THIS OWING TO THE PROFIT FACTOR. THERE'S GENERALLY GREATER PROFIT FROM SALES OF PRIVATE BRAND ITEMS AND FROM VOLUME SALES.

Skit No. 6

TYPE ... humorous
TIME ... 1 min. 15 secs.

Becky ... JED! JED! RICK'S GOT AN IDEA, AN IDEA THAT TAKES ADVANTAGE OF ALL THE THINGS WE'VE BEEN TALKING ABOUT. IT'LL MAKE US A PILE!

Jed ... WHAT'S GOIN' ON, RICK? WHAT'VE YOU GOT, BECKY?

Becky ... MILK CARTONS!

Rick ... WE'RE GONNA MAKE A MILLION BUCKS! JED, WE'RE GONNA REWRITE THAT RULE OF THUMB ABOUT THAT 10% INCREASE IN SALES WITH ALL THE ENVIRONMENTAL FACTORS WE'RE GONNA GIVE MY IDEA.

Becky ... WE'RE GOIN TO BE RICH, JED! JUST LISTEN TO RICK'S GREAT IDEA!

Jed ... HM - BOTH OF YOU CALM DOWN ... AND TELL ME WHAT'S GOIN' ON!

Rick ... JED! WE'RE GONNA COMBINE OUR OWN SUGAR AND GRAPE JUICE AND MAKE OUR OWN WINE! WE'LL BOTTLE IT IN USED CARDBOARD MILK CARTONS AND WE'LL CALL IT "JED'S JUICE"!

Sinclair ... AT THIS POINT LET'S SUMMARIZE THE PREVIOUS MATERIAL. YOU MAY WANT TO CHECK YOUR NOTES TO MAKE SURE YOU'VE RECORDED THE PRINCIPAL POINTS.

NOW ... IF A PRODUCT DOESN'T SELL, OUT IT GOES! TO AID ITS SALES PROGRESS, AND TO HELP CUSTOMERS BUY WHAT THEY NEED AND WANT, ENVIRONMENTAL FACTORS SURROUNDING THE INDIVIDUAL PRODUCT COME INTO PLAY. POTENTIAL SALES VARY FROM PRODUCT TO PRODUCT. A PRODUCT'S RESPONSE TO ENVIRONMENTAL FACTORS SUCH AS COLOR, LIGHTS, DISPLAYS, PRICE, VOICE, AND SO FORTH, IS CALLED ITS DEMAND ELASTICITY. BUT IT'S DIFFICULT TO STANDARDIZE AND THEN MEASURE ENVIRONMENT. YET, THERE ARE THREE VISIBLE CATEGORIES OF MOVEMENT INFLUENCED BY ENVIRONMENT:

A ... NON-RESPONSIVE PRODUCTS; THESE ARE PRODUCTS PURCHASED SOLELY DUE TO TRADITION, HABIT, AND THE INDIVIDUAL BUYER'S PREJUDICE.

B ... PRODUCTS OF A GENERAL USE NATURE THAT DO RESPOND TO INCREASED SHELF SPACE AND ENVIRONMENTAL FACTORS.

C ... PRODUCTS ONLY OCCASIONALLY PURCHASED THAT RESPOND SOLELY TO INCREASES IN ENVIRONMENTAL FACTORS.

THIS CONCLUDES PART I OF "ENVIRONMENTAL MARKETING." IN PART II WE DISCUSS STRATEGIES USED BY STORE MANAGERS TO ATTRACT CUSTOMERS.

"ENVIRONMENTAL MARKETING"
Part II

Make a striking statement, offer a short personal experience, issue a quotation, ask a question, or employ humor.

The increasing importance marketers place on point-of-purchase advertising can be shown by the growth of the point-of-purchase industry in the decade 1962 to 1972--from 800 million to 2 billion in just ten years.

The percentage of a company's total advertising promotion budget spent on point-of-purchase varies widely, but typical percentages are these averages for food processors, cosmetics firms and brewers.

Some examples of actual annual expenditures for point-of-purchase are another sign of its importance in marketing.

General Motors.....	42	million
Coca-Cola.....	15	"
Atlantic-Richfield....	14	"
Proctor & Gamble.....	9	"
Anheuser-Busch.....	5	"
Gillette.....	4½	"
Firestone.....	2	"

There are about 125 companies which are known to spend $1 million or more annually on point-of-purchase; the actual number of companies may be twice that. These companies have found that sales increases more than justify the expenditures.

For example, a Progressive Grocer study in A & P stores that point-of-purchase highlighted like this increased sales of Kleenex 232% over sales in normal shelf position.

In the same study, a storewide promotion of six Del Monte products was tested. The point-of-purchase unit included a great many signs and displays. One part of the point-of-purchase package was a set of paper banners to be hung on wires stretched overhead.

Results showed that stores using the whole program increased sales dramatically compared to stores using the over-the-wire hanging signs only. The sole variable was the amount of point-of-purchase used.

STORE-WIDE SALES
Sales gain: 6 items

TOTAL USAGE	OVER-THE-WIRE ONLY
Plus 357%	plus 50% only

A high percentage of customer purchases are unplanned--the decision to buy is made in the store in response to the buying environment. The percentage varies from one type of outlet to another, but a DuPont study showed that in supermarkets, in-store decisions were 68% of the total.

1.	Percent of purchases specifically planned	.....31.0
2.	generally planned:	17.2
3.	substitute:	1.8
4.	unplanned:	49.9
5.	Percent of purchases made by in-store decisions:	68.9.....68.9

A study made by Ralph Head & Associates in mass merchandising outlets showed that 73% of unplanned purchases were the result of four in-store influences, display being the most important.

We've seen that advertisers' sales increase when they highlight their products at the point of purchase with units like this. But what about the retailer?

Retailers benefit equally from environmental marketing, starting with layout, shelves, and displays that say, "Buy something."

And including point-of-purchase designed to highlight their own private brands or current promotions.

Retailers have found that using advertising supplied point-of-purchase stimulates sales not only of the promoted brand, but also of related items and even competing brands.

Good point-of-purchase can also create new selling space, thus increasing sales per square foot.

For some goods and services, where personal selling costs are relatively high, point-of-purchase begins the selling while the customer is waiting. This increases the number of customers who can be served by each sales person.

How do customers feel about environment marketing? It's probably obvious that point-of-purchase like this, which makes it easier for the customer to select items, is popular.

When customers have been interviewed specifically on P-O-P immediately after shopping, about 60% say that P-O-P assists them in making choices. This is an average taken across a wide variety of outlets and concerning a wide variety of P-O-P units.

Skit No. 1

TYPE ... Stimulative
Time ... 4 mins. 35 secs.

Sinclair ... THIS IS AN AVERAGE TAKEN ACROSS A WIDE VARIETY OF OUTLETS AND CONCERNS A WIDE VARIETY OF POINT-OF-PURCHASE UNITS.

Jed ... RICK AND BECKY, LET ME SHOW YOU HOW POINT-OF-PURCHASE ADVERTISING DOES THE JOB. HERE'S THIS OLD SIGN THAT REALLY GOT YOU GOING ON THE WINE MAKING KICK! REMEMBER THIS?

Rick ... YES, I DO!

Becky ... AND HOW! THAT STUFF WAS REALLY, REALLY GOOD!

Jed ... WELL, THIS SIGN REPRESENTS ALL FOUR FUNCTIONS OF POINT-OF-PURCHASE ADVERTISING.

Rick ... OH? FOUR FUNCTIONS?

Jed ... THAT'S RIGHT, RICK, FOUR FUNCTIONS.

THE FIRST ONE IS INFORMING.

Rick ... INFORMING.

Jed ... NUMBER TWO IS REMINDING.

Rick ... REMINDING.

Jed ... NUMBER THREE. NUMBER THREE IS PERSUADING.

Rick ... PERSUADING.

Jed ... NUMBER FOUR. NUMBER FOUR IS MERCHANDISING.

Rick ... MERCHANDISING.

Jed ... A POINT-OF-PURCHASE UNIT CAN FULFILL ONE, TWO, THREE, OR ALL FOUR FUNCTIONS, DEPENDING ON THE OBJECTIVES OF THE MARKETING PROGRAM AND THE DESIGN OF THE UNIT. THIS SIGN INFORMS, OR TELLS CUSTOMERS ABOUT TWO PRODUCTS, SUGAR AND GRAPEJUICE. IT ALSO OFFERS A RECIPE. AND IT SURE REMINDS PEOPLE OF A DELIGHTFUL RESULT. FURTHERMORE, IT HAS INTRIGUE--USING THE WORD DANGER. AND THE WORD NOT HEIGHTENS YOUR CURIOSITY! LAST, IT SHOWS THE TWO PRODUCTS IN USE TO FORM A FINAL PRODUCT, WINE!

Rick ... OKAY, GOTCHA.

Becky ... I UNDERSTAND NOW, JED ...

Jed ... NOW, LET'S TALK IN DETAIL ABOUT EACH OF THESE FUNCTIONS. THE FIRST IS INFORMING. NOTICE THE SIGN IN MY HAND. BECKY, WHAT DO YOU THINK IT DOES?

Becky ... . . LET'S SEE. IT INDICATES THAT "WE'RE TEMPORARILY OUT OF GASOLINE." THEREFORE, IT INFORMS.

Jed ... . . . RIGHTO! IT INFORMS CUSTOMERS THAT A PRODUCT IS NOT AVAILABLE. SINCE THERE IS NOTHING FURTHER THE CUSTOMER NEEDS TO KNOW, THIS POINT-OF-PURCHASE EFFORT DOES THE JOB.

Rick ... I SUPPOSE, JED, YOU'D SAY IN-STORE SIGNS LIKE THIS ARE PURE INFORMATION. IF A CUSTOMER IS SHOPPING AND WANTS TO FIND A PARTICULAR ITEM, THIS SIGN SHOWS THE LOCATION.

Jed ... NOW, BECKY, LET'S TALK ABOUT POINT-OF-PURCHASE'S SECOND FUNCTION, WHICH IS .....?

Becky ... REMINDING.

Jed ... USE OF BRAND NAMES REMINDS CUSTOMERS WHEN THEY'RE ABOUT TO BUY. THIS REPRESENTS THE SECOND FUNCTION OF POINT-OF-PURCHASE.

Rick ... JED, AM I RIGHT IN SAYING IT'S DESIRABLE TO KEEP AVAILABILITY OF THE PRODUCT IN CUSTOMERS' MINDS? YOU DON'T NEED LIGHT BULBS EVERY TIME YOU SHOP. IN THE MEANTIME, YOU MAY FORGET THE BRAND NAME. THEREFORE, WHEN YOU DO NEED LIGHT BULBS I SUPPOSE IT'S DESIRABLE TO REMIND A CUSTOMER OF A PARTICULAR BRAND NAME. AND THIS SPARK PLUG SIGN HELPS IDENTIFY THIS STORE AS A SOURCE OF SPARK PLUGS--WHEN YOU NEED THEM!

Jed ... VERY TRUE. INSIDE A STORE REMINDING CAN BE ACCOMPLISHED ESSENTIALLY BY PICTURES--AS IN THIS WINE SIGN. OR, THE PRODUCT ITSELF CAN PLAY AN IMPORTANT ROLE AS IT DOES HERE.

... NOW, RICK, THE THIRD FUNCTION. WHAT IS IT?

Rick ... THAT'S PERSUADING.

Jed ... CORRECT. CAN YOU SHOW US AN EXAMPLE?

Rick ... YEP, HERE'S ONE, A SIGN THAT CONTAINS A SELLING MESSAGE RELATED TO PRODUCT FEATURES. NOTE THE SALIENT PRODUCT FEATURE: LASTS 40,000 MILES!

HERE'S ANOTHER ONE. IT ALMOST OVERPOWERS THE CUSTOMER WITH ITS LIFELIKE APPEARANCE OF THE BERRIES, THEIR BEAUTY, AND THE FRESHNESS OF THE FRUIT! BY SO DOING THIS POINT-OF-PURCHASE DISPLAY ALSO PERSUADES. MOST PROCESSORS AND MANUFACTURERS FURNISH PACKAGES SO RETAILERS CAN PROMOTE THEIR PRODUCTS: APPLES, TOMATOES, NECTARINES.

Jed ... YOU'RE RIGHT, RICK. HERE'S A SIGN THAT TAKES MOTHERS BACK TO EARLIER, LESS COMPLICATED DAYS WHEN APPLES WERE A MORE COMMON TREAT. THIS SIGN SPEAKS TO PEOPLE ABOUT THE "GOOD OLD DAYS"--THIS IS NOSTALGIA!

Rick ... I LIKE THIS ONE, JED. HERE'S A SIGN WITH DETAILED COPY THAT PERSUADES WITH A FULL EXPLANATION SHOWING HOW THE MEDICINE WORKS INSIDE A CHILD'S BODY.

Jed ... THE SAME APPROACH IS USED HERE FOR AN INDUSTRIAL PRODUCT NOW BEING PROMOTED TO THE CONSUMER MARKET.

BECKY, WHAT'S THE FOURTH FUNCTION OF POINT-OF-PURCHASE ADVERTISING?

Becky ... MERCHANDISING. THIS IS PRESENTATION OF THE PRODUCT ITSELF. THIS FOURTH FUNCTION IS AIDED BY OTHER TYPES OF POINT-OF-PURCHASE ADVERTISING LIKE THIS POLE STACKER. IT ATTRACTS ATTENTION FROM ALL OVER A LARGE STORE TO A DISPLAY OF MERCHANDISE STACKED AT ITS BASE.

Rick ... AND I'M SURE DISPLAYS LIKE THIS TRIGGER THE PURCHASE OF AN ITEM THAT WAS NOT UPPERMOST IN A CUSTOMER'S MIND BEFORE HE OR SHE ENTERED THE OUTLET.

Jed ... TAKE A LOOK AT THIS FLOOR MERCHANDISER. THIS FLASHY DISPLAY SHOWS THE PRODUCT, MERCHANDISING SOAP SINCE THERE ARE HUNDREDS OF BARS IN THIS WAGON. IT ATTRACTS CUSTOMERS WITH ITS SCENT. IT PERMITS CAREFUL INSPECTION AND AN EVALUATION OF ITS FEATURES.

Rick ... SOME UNITS COMBINE THESE FUNCTIONS, AS DID OUR GRAPEJUICE-AND-SUGAR SIGN. OH, HERE'S ONE THAT REMINDS WITH ITS HEADLINE. PERSUADES WITH ITS 4 MAIN FEATURES, AND MERCHANDISES THE VEGETABLE NEAR IT.

BUT ALL POINT-OF-PURCHASE MATERIAL IS DESIGNED TO HELP CREATE AN ENVIRONMENT AT THE POINT WHERE SALES OCCUR--AT THE POINT-OF-PURCHASE!

Sinclair ... NOW, POINT OF PURCHASE ADVERTISING IS A PART OF ENVIRONMENTAL MARKETING. TO SUMMARIZE: POINT OF PURCHASE ADVERTISING HAS 4 FUNCTIONS: (1) INFORMING, (2) REMINDING, (3) PERSUADING, AND (4) MERCHANDISING.

BUT THIS PRESENTATION IS CONCERNED WITH A GREATER RANGE OF ENVIRONMENTAL STRATEGY. WE SAID PREVIOUSLY THAT A HIGH PERCENTAGE OF CUSTOMER PURCHASES ARE UNPLANNED. THE PERCENTAGE VARIES FROM ONE TYPE OUTLET TO ANOTHER, BUT A DUPONT SURVEY SHOWS THAT IN SUPERMARKETS, IN-STORE DECISIONS ARE 68% OF THE TOTAL. RALPH HEAD'S SURVEY SHOWS THEY MAY RUN AS HIGH AS 73% OF THE TOTAL.

LET ME SHOW YOU WHY THIS FIGURE IS AS LARGE AS IT IS. ENVIRONMENTAL PRESSURES ON SHOPPERS ARE CONSIDERABLE.

Skit No. 2

TYPE .. Informative
TIME .. 0 mins. 50 secs.

Sinclair ... THESE ARE ALL PRACTICES STORES ENGAGE IN TO MAKE THEIR ENVIRONMENTS MORE PLEASING, AND, MORE PROFITABLE FOR THEMSELVES. THEY'RE CALLED INSTORE STRATEGIES.

NOW THIS IS IMPORTANT. I WANT ALL STUDENTS TO MAKE SURE THESE 9 POINTS ARE IN THEIR NOTES. THE FIRST IS THE "LOSS LEADER."

Jed ... RICK, ARE YOU FAMILIAR WITH WHAT IS CALLED THE LOSS LEADER?" I THINK YOUR PROFESSOR HAS REFERRED TO IT, I'M SURE ...

Rick ... YES, JED, I'M FAMILIAR WITH THAT.

Jed... REMEMBER, THIS IS A STANDARD, LOW-PRICED PRODUCT, SUCH AS WEINERS, HAMBURGER, MAILING ENVELOPES, ICE CREAM, OR BAKED BEANS ... THAT INDUCES THE CUSTOMER TO SELECT A PARTICULAR STORE SPONSORING THE "LOSS LEADER" OVER ITS COMPETITION.

Becky ... SORTA LIKE BAITING A HOOK WHEN YOU GO FISHING, JED?

Jed ... THAT'S IT EXACTLY BECKY. THE SPONSOR, WHICH IS THE STORE, DOESN'T REALLY TAKE A LOSS ON THAT CHUCK ROAST SPECIAL. THE MANAGER MAKES UP THE LOSS ON ANOTHER ITEM THAT'S PURCHASED BY THE CUSTOMER. SO HE WANTS HIS ENVIRONMENT OR THE STORE TO BE SO ATTRACTIVE THE CUSTOMER SPENDS A FEW EXTRA DOLLARS, MORE THAN WHAT HE'D ORIGINALLY PLANNED TO SPEND.

Rick ... NOW THAT'S WHAT I CALL GOOD FISHING.

Sinclair ... SECOND, THE PHYSICAL SIZE OF THE STORE ITSELF IS A WEAPON. THE ENVIRONMENT IS MASSIVE. AISLE AFTER GLORIOUS AISLE, JAM-PACKED WITH ACRES OF CANNED GOODS AND PACKAGES. THE STORE IS FANTASY-LAND, STIMULATING YOUR IMAGINATION AND YOUR TASTE BUDS. IT COMPELS YOU TO BELIEVE YOU'RE IN A GROCERY PARADISE. YOUR EYES TAKE IN THE PHYSICAL SPLENDOR, THE BEAUTY OF THIS BOUNTY. YOU ARE THRILLED BY COLOR, MASS, AND MOTION. THE COLLECTIVE VOICES OF STACKS OF CORN AND PILES OF BAKED GOODS SHOUT: "I HAVE PLENTY FOR YOU AT LOWEST PRICES! WANDER AROUND. SHOP LAZILY. CHOOSE WHATEVER YOU WANT. DELIGHT YOUR FAMILY. TASTE MY RICHNESS. THIS IS SUPER-ABUNDANCE. THIS IS TRUE DELIGHT. THIS IS FOOD HEAVEN! BUY! BUY! BUY!"

AND SO, YOU DO BUY ... PLENTY.

THIRD, THE SHOPPER'S PHYSICAL COMFORT.

Skit No. 3

TYPE ... Humorous with dramatic overtones
TIME ... 0 mins. 50 secs.

Jed ... ADDED TO ALL THIS ARE SMALL PHYSICAL COMFORTS THAT RELAX AND MELT AWAY WHATEVER WILLPOWER AND DETERMINATION YOU BROUGHT INTO THE STORE SUCH AS THIS SHOPPING CART?

Rick ... YEP, I SEE ...

Jed ... NOTICE THE LITTLE TRAY HERE. IT'S FOR THE SHOPPER'S HANDBAG. HERE, PUSH THE CART. MOVE IT BACK AND FORTH. IT'S TO EASY TO PUSH, ESPECIALLY BY A RAMBUNCTIOUS CHILD. NOW GRAB THE HANDLE AS THOUGH YOU WERE GOING TO PUSH THE CART. YOUR HANDS ARE APART, RICK. EXPERTS TELL US THAT A PERSON'S NATURAL DEFENSES ARE LOWERED WHEN HIS HANDS ARE SEPARATED. THIS IS WHY SALESMEN HAND A LEAFLET OR PENCIL TO A RESISTANT CUSTOMER. TO GET HIM TO UNFOLD HIS ARMS, TO SEPARATE HIS HANDS, AND TO LOWER HIS SALES RESISTANCE. STORES MAY OFFER COFFEE TO REFRESH AND PLEASE CUSTOMERS. AND STRESS THE PHYSICAL COMFORT, SECURITY, AND RELAXATION.

Rick ... YOU KNOW, YOU'RE RIGHT, JED. WITH MY HANDS SEPARATED, A GOOD CUP OF COFFEE AND THIS CART, I REALLY DO FEEL LIKE SHOPPING.

Sinclair ... FOURTH, MUSIC PLAYS SOFT, SOOTHING, APPEALING, ALL-IS-WELL MUSIC. THIS DISTRACTS YOU FROM THE ORIGINAL PURPOSE OF YOUR SHOPPING TRIP, WHICH WAS, TO BUY ONLY SPECIFIC ITEMS. IT PUTS YOU INTO A RECEPTIVE MOOD TO ALL THOSE VOICES YELLING: "BUY, BUY, BUY!"

FIVE. THE REALIZATION OF BUYING POWER WITHIN THE SHOPPERS' MIND.

Skit No. 4

TYPE ... Humerous with dramatic overtones
TIME ... 1 min. 00 secs.

Jed ... THERE'S AN ARTIFICIAL ENVIRONMENT OF PLEASANT PLENTY. NO ONE'S HERE TO BARK ORDERS AT YOU, TO INSIST YOU DO THIS, YOU DO THAT. AHH, IT'S LIKE BEING YOUNG AGAIN!!

Becky ... I SEE MRS. MURPHY FREQUENTLY. BEHIND THE HANDLE OF HER CART--

SHE'S THE ABSOLUTE MASTER OF HER DESTINY. HER EYES GLOW. "GET OUT OF MY WAY", SHE YELLS OCCASIONALLY. AND SHE DRIVES HER SHOPPING CART LIKE SHE OWNS THE PLACE.

Jed ... THIS FEELING OF ABSOLUTE POWER UNDOES MANY A CUSTOMER.

Rick ... YEAH, JED, I'VE SEEN 'EM TOO. THEY ALMOST SEEM TO SHOUT, "IT'S MINE, IT'S ALL MINE!" AND BUY! BOY, DO THEY LOAD THEIR CARTS AND BUY!

Becky ... WHAT ABOUT THE HOUSEWIFE WHOSE HUSBAND IS A TYRANT. SHE THROWS ASIDE HER SHACKLES, OR THE HUSBAND WHO SUFFERS DIRECTION FROM HIS WIFE AT HOME NOW HAS NO TYRANNICAL SUPERVISOR OVER HIM. HE'S FREE!!

Rick ... I KNOW HOW TO SAY IT, JED ... A TOUCH OF POWER MADNESS COMES OVER THE BUYER.

Jed ... VERY WELL SAID, MY BOY.

Becky ... AND SO, THEY BUY - BUY - BUY - AND WE MAKE MONEY, MONEY, MONEY.

Sinclair ... SIXTH. THE PHYSICAL LAYOUT OF SHELVES AND AISLES LEAD TO ADDED PURCHASES.

Skit No. 5

Jed ... WE'VE BUILT MANY ENVIRONMENTAL TRAPS INTO OUR STORE. WALLS ARE ARRANGED SO OUR CUSTOMERS MUST WALK COMPLETELY TO THE BACK COUNTERS TO PURCHASE SOME MEAT AND WALK PAST THOUSANDS OF PRODUCTS AND PACKAGES. EACH ONE OF THEM IS A TEMPTATION TO BUY. WE EXPOSE OUR CUSTOMERS MAINLY TO MAXIMUM PROFIT ITEMS BY DOING THIS.

Rick ... YOU KNOW IT SEEMS THEY ARE MORE LIKELY TO BUY WHEN THEY'VE JUST ENTERED A STORE. BECAUSE THEY HAVE MONEY, THEY'RE MORE LIKELY TO BUY IMPULSIVELY AT FIRST THAN LATER, RIGHT, JED?

Jed ... RIGHT, RICK.

Sinclair ... SEVENTH, HIGH-PRICED BAKERY GOODS AND FRUITS AND VEGETABLES ARE USUALLY FOUND NEAR THE START OF YOUR SHOPPING TRIP, AND FOR THE SAME REASON: YOU CAN AFFORD TO INDULGE YOURSELF, ESPECIALLY IF YOU HAVEN'T YET SEEN THE PRICE OF MEAT. THIS IS WHY HAT, PERFUME, AND JEWELRY COUNTERS ARE ALWAYS ON THE FIRST FLOOR OF DEPARTMENT STORES ... THE IMPULSE! THE PRODUCE DEPARTMENT IS STRATEGICALLY ARRANGED. LETTUCE IS AT ONE END, ORANGES AT THE OTHER. POTATOES SOMEWHERE IN BETWEEN. THESE ARE BASIC ITEMS FOR ALMOST ALL FOOD

SHOPPERS AND IF THEY WERE GROUPED, SHOPPERS WOULDN'T BE FORCED TO TRAVEL THE ENTIRE LENGTH OF THE AISLE TO GET THEM. ENVIRONMENT, STRATEGICALLY ARRANGED, INCREASES THE PROBABILITY OF YOUR BUYING.

Skit No. 6

TYPE ... Humorous
TIME ... 2 mins. 10 seconds

Sinclair ... ENVIRONMENT, STRATEGICALLY ARRANGED, INCREASES THE PROBABILITY OF YOUR BUYING. THE STRATEGY OF POSITION IS IMPORTANT. NUMBER 8 THEN IS THE STRATEGY OF POSITION.

Rick ... YOU MEAN TO TELL ME JED TO BUY A FEW SENSIBLE ITEMS--MILK, BREAD, EGGS,--YOU FORCE CUSTOMERS TO PASS ALL OF THOSE MIXES, CONVENIENCE ITEMS.

Jed ... THAT'S RIGHT RICK. IT'S DIFFICULT TO RESIST THOSE NEAT, COLORFUL, ACCOMMODATING LITTLE JARS, PACKAGES, AND CANS. YOUR CURIOSITY ALMOST OVERWHELMS YOU.

Rick ... YEAH, NOW I KNOW WHY MOST ITEMS ARE AT EYE-LEVEL--YOU KNOW TOO, BECK. THOSE ITEMS THAT ARE AT EYE LEVEL ARE JUST ABOUT THE HEIGHT OF A CHILD WHOSE APPETITE ALMOST GUARANTEES AT LEAST ANOTHER 15% ADDED PURCHASES TO THE GROCERY BILL.

Becky ... SURE. AND A HUSBAND WHO ACCOMPANIES HIS WIFE TACKS ON PURCHASES OF HIGH PROFIT ITEMS. MARINATED HERRING. MOST WOMEN, LET ALONE MEN AND CHILDREN, FIND IT IMPOSSIBLE TO PICK UP "JUST A FEW THINGS."

Jed ... WE MUST REMEMBER ONE THING, THERE ARE 8,000 DIFFERENT ITEMS ON THOSE SHELVES.

Rick ... I CAN NOW SEE THE ADVANTAGE OF THE STORE LAYOUT OVER IN ELMDALE. WOW, THAT'S REALLY A TRAP.

Jed ... YOU'LL REALLY MAKE A GOOD MANAGER OF A SUPERMARKET, SOMEDAY RICK.

Rick ... THANKS, JED. BUT IT STILL SURPRISES ME THAT IN THE CASE A PERSON WANTS MEAT, THAT SHOPPER MUST TRAVEL AT LEAST ONE FULL AISLE TO THE MEAT DEPARTMENT WHICH IS ALWAYS LOCATED AT THE FARTHEST POINT FROM THE DOOR. THEREFORE THE SHOPPER'S GOT TO PASS THE GREATEST NUMBER OF CANS, BOTTLES, BOXES, JARS, PACKAGES, SHELF-TALKERS, COLOR, AND MOTION. BUT ONCE AT THE MEAT COUNTER THE SPECIALS OF THE DAY ARE PRECISELY ARRANGED BETWEEN AND NEAR THOSE JUICY ROASTS AND TANTALIZING FILLETS.

Becky ... NATURALLY, THEY'RE ALL QUITE VISIBLE IN THEIR PRETTY PLASTIC WRAP. AND THEY LOOK AS GOOD RAW AS WHEN THEY'RE COOKED. SO WILL-POWER VANISHES! AND IN ADDITION FOODS AND TOYS THAT APPEAL TO CHILDREN ARE ALWAYS WITHIN THEIR EASY GRASP.

Sinclair ...THE CASH REGISTER, NATURALLY, IS CERTAINLY A TRAP. HERE ARE CONVENIENCE ITEMS WHICH WHEN DISPLAYED REMIND PEOPLE THEY NEED THEM. ITEMS APPEALING TO CHILDREN ARE THERE, TOO, A TIRED MOTHER CONSIDERS THEM A WISE INVESTMENT TO SOOTHE A CRANKY CHILD. WOMEN'S MAGAZINES PROMISING ALL KINDS OF RELIEF FROM PROBLEMS ARE ALSO QUITE VISIBLE. THEIR HEADLINES AND ILLUSTRATIONS SCREAM INTEREST:

Skit No. 7

TYPE ... Stimulative
TIME ... 1 min. 21 secs.

Jed ... THE LAST ONE IS AN ULTIMATE SUPERMARKET WEAPON!

Becky ... OH OH! SOUNDS MYSTERIOUS,WHAT IS IT? THE PROCESS OF SHOPPING PRODUCES WHAT IS CALLED, IN THE TRADE, "SUPERMARKET HYPNOSIS."

Rick ... HYPNOSIS! WHAT'S THAT?

Becky ... THAT SOUNDS LIKE A DISEASE.

Jed ... THIS IS AN ACTUAL PHYSICAL REACTION THAT SETS IN ANYWHERE FROM 20 TO 30 MINUTES AFTER THE SHOPPING TOUR HAS BEGUN. INVESTIGATION SHOWS THAT A NORMAL WOMAN'S RATE OF EYE-BLINKING SLOWS A LOT AFTER THIS PERIOD, INDICATING A CONDITION OF SLOWER REFLEXES AND LOWERED JUDGMENT LEVEL. ACTUALLY IT'S SORT OF A HYPNOTIC TRANCE. SEVERAL EXPLANATIONS FOR THIS EXIST: (1) THE HUNDREDS OF DECISIONS MADE SECOND-BY-SECOND, (2) THE MATHEMATICAL COMPUTATIONS MADE MORE DIFFICULT BY ODD-PRICING. NOTHING IS EVER PRICED AT ONE DOLLAR. IT'S 98 OR 99 CENTS OR $1.98 ETC. AND THEN THE SOFT FLOURESCENT LIGHTS. WHEN "SUPERMARKET HYPNOSIS" SETS IN, THE BUYER IS MOST SUSCEPTIBLE. THE TRADE HAS A PRINCIPLE THAT SAYS: "EVERY MINUTE OVER 30 IS WORTH FIFTY CENTS!"

RICK, RICK -- WAKE UP! WAKE UP!

Sinclair ...THESE ARE ALL EXAMPLES OF SUPERMARKET ENVIRONMENT THAT CREATES A FAVORABLE BUYING ATMOSPHERE, THAT CAUSES BUYERS, IF SUCCESSFUL, TO LOOSEN UP THEIR PURSE-STRINGS TO MELT THEIR RESOLUTIONS.

Marketing is a complex system of many inter-related components, each playing a role in the process of creating sales.

The sales force is part of this mix.

As is media advertising.

Packaging, market research and many other marketing activities fit together to form a total selling effort.

In this system, environmental marketing--the skillful use of point-of-purchase materials--indeed has the last word.

Customers are aided by point-of-purchase when it makes a selection easier.

Point-of-purchase provides other helpful information, even when unrelated to the product, as in this sign.

Convenience due to accessibility also aids the customer.

Typical retailer benefits include creation of sales of new items as this L'Eggs unit did in making pantyhose and stockings an important new item in food stores. The display carries out the Egg motif.

Or point-of-purchase may increase the sales of existing items.

Or build trafic, as this promotion did with a Christmas record offer.

The marketer's salesmen support the program when they're convinced the display will really help sales...

... and when the display can be easily and rapidly set up in stores to start the job of selling.

The four functions of point-of-purchase are Informing, Reminding, Persuading and Merchandising. Which of these is chosen depends on the objectives established in the marketing plan.

You should remember that a single point-of-purchase unit may perform one, or more of these functions, as in this unit which reminds and persuades.

Or in this unit which reminds, persuades and merchandises.

Budget for point-of-purchase depends on the marketing objectives and the function to be performed by the display. This unit is used in relatively few locations but must create a quality image and high impact where it is used--therefore each display is a major investment.

This small channel marker has a more limited function in the

marketing mix, and it will be used in a great many outlets--therefore each sign is relatively inexpensive.

When marketing strategy dictates that a particular unit should remain in service for years, a large budget is allowed for each unit.

But if the strategy requires a short promotional push, a less expensive unit is employed.

With these basic considerations in mind, let's see how some marketers have decided on the point-of-purchase portion of their marketing program; we will examine a cross section of applications.

United Airlines increases sales by providing information about special tours. This inexpensive short-term counter display shows the many special folders available to a potential customer.

Here is a good example of an information sign--it tells what's playing, who's in it, and the matinee time. It is a special case of a long-term sign, in which copy can be changed as needed.

The effectiveness of showing a picture of a product with strong appetite appeal is borne out by this long-term sign. The picture can be changed according to the desire of the store manager. Tests proved that the best selling item of the day was that featured in the picture.

The food merchandiser is used to promote hot food in a new outlet--the supermarket. It serves as both point-of-purchase and service counter.

This is a short-term pole stacker. In use, a mass display of the product is built around it. The inflatable figure on top promotes sales because it is a customer premium. The actual figure displayed may be taken home by the store manager after the promotion has ended.

This glider also is a customer premium. Hanging high overhead, it attracts attention from all over the store. It was designed to be hung over a frozen food cabinet where air currents give it a flying motion.

Sometimes the best way to persuade a customer to buy is to offer a trial. This long-term demonstrator provides an in-store opportunity for a customer to test the ski boot and bindings.

This tester was used to help introduce what was not only a new product but a new kind of product--a man's scent. Getting men to try it was easier if they didn't have to make a purchase to do so.

One of the classic examples of point-of-purchase to aid the customer is the Kirsch drapery hardware display. The customer can select not only the major items from the choices given, but also all the small parts needed to complete the installation.

Where temptation for pilferage is high, display units can help make the risk low. In this unit, the tools are displayed behind glass. The clerk completes the sale by unlocking the cabinet from the rear.

Although this appears to be a long-term display, it actually is short-term and is designed to sell the idea of giving a typewriter as a Christmas gift. Construction is actually of corrugated paperboard.

Now to summarize:

(A) as a buyer you have been alerted to environmental inducements to buy.

(B) as a marketer you have been given fundamental concepts of making environment work for you. You now have 9 examples to show these environmental factors.

One, the "loss leader" ...

Two, the physical size of the store interior itself ...

Three, the shopper's physical comfort

Four, music ...

Five, the realization of power within the shopper's own mind ...

Six, physical layout of shelves and aisles that lead to added purchases ...

Seven, recognition of a shopper's psychological needs.

Example: when fresh, lead her to the high-profit items, when tired, offer inducements to ease fatigue ...

Eight, expose the shopper to all kinds of products difficult to resist ...

Nine, "supermarket hypnosis"

The concepts we have been describing will be applied in the future to a great many new problems in marketing, resulting in a great many new applications of environmental marketing.

Just what directions will be taken is largely up to those people who in the future will play key roles in marketing. But from what is being tried now and an examination of a few speculative ideas we can get some possible trend starters.

This current display creates scientific interest by actually hatching chicks on shopping center malls.

Modification of the total selling environment is likely to be a significant trend in the future. This building is an example.

Falstaff takes its own environment with it by means of this beer dispensing trailer which becomes a point of purchase wherever it stops.

Here's the gateway to a greeting card shop that's designed to catch anyone's attention.

And supergraphics are showing up more and more. Schlitz promotes its product in campus pubs using this approach.

Speculative ideas for tomorrow are suggested by these artists' sketches ...

... which show new uses of color and design for storage interiors.

The purpose is to make the marketing environment more exciting for the customer ...

... and to increase sales for the marketer!

Whatever becomes the look of the future, environmental marketing will continue to be a major marketing tool with its applications limited only by the creativity of the people employing it.

Skit No. 8

TYPE ... Informative
TIME ... 30 secs.

Jed ... RICK, THE NEXT TIME WE HAVE A BREAK, LET'S DISCUSS POSITIONING WITH YOU AND BECKY. AND I WANT BOTH OF YOU TO BEGIN THINKING ABOUT HOW MAYBE SARDINES AND KETCHUP AND BREAD ARE POSITIONED IN THE CONSUMER'S MIND. FOR EXAMPLE, IS LOG CABIN SYRUP POSITIONED AHEAD OF, OR IN BACK OF, MRS. BUTTERWORTH'S SYRUP? IN SHORT, EVERY PRODUCT AND EVERY TRADENAME IS POSITIONED SOMEWHERE IN THE AFFECTIONS OF THE CONSUMING PUBLIC. TAKE JED'S JUICE AS AN EXAMPLE. HOW CAN WE POSITION JED'S JUICE TO GREATEST ADVANTAGE IN OUR BUYING PUBLIC'S MIND? WHO ARE OUR COMPETITORS? WHERE DOES IT RANK IN THE PUBLIC'S AFFECTIONS AT THIS MOMENT, AND HOW CAN WE IMPROVE THAT POSITION?

Becky ... THOSE ARE SOME HARD QUESTIONS TO ANSWER, JED.

Rick ... THAT'S RIGHT, BECKY. I GUESS WE'LL HAVE TO DO SOME REAL HARD WORK TO FIND THE ANSWERS!

"POSITIONING"
Part I

Sinclair ... IN ANTICIPATION OF THIS PRESENTATION ON POSITIONING, I TALKED WITH 30 MALE CAR OWNERS IN MY NEIGHBORHOOD. MY QUESTION TO EACH WAS: "WHEN YOU THINK OF A TIRE STORE, WHICH STORE FIRST COMES TO YOUR MIND?" OF THE 30, 15 SAID GOODYEAR, 6 SAID GOODRICH, 4 SAID SEARS, 3 SAID FIRESTONE, 1 SAID GENERAL, AND NONE SAID GULF.

NOW OBVIOUSLY, THE GULF OIL COMPANY HAS A PROBLEM. GOODYEAR IS POSITIONED AS THE TIRE STORE, NOT GULF. THIS, DESPITE THE FACT THAT GULF HAS BEEN ASKING YOU AND ME, IN FACT, ALL MOTORISTS IN TOLEDO, TO "THINK OF GULF AS THE TIRE STORE!"

WELL, THE PHENOMENON OF POSITION IN THE MARKETPLACE WOULD SEEM TO FOLLOW NATURALLY THE LAVISH, THE EXCESSIVE, AND THE FREQUENTLY UNFOUNDED CLAIMS MARKETERS HAVE MADE DURING THE PAST 25 YEARS. DURING THIS PERIOD RESENTMENT HAS BUILT PROGRESSIVELY UNTIL THE HOUSE OF REPRESENTATIVES ON SEPTEMBER 20TH, 1972 OVERWHELMINGLY PASSED THE FIRST CONSUMER PROTECTION BILL, 318 TO 50. THE CONSUMER MOVEMENT HAD AT LEAST BEEN LEGISLATIVELY RECOGNIZED.

DURING THE POST-WORLD WAR II PERIOD, THE AMERICAN CONSUMING PUBLIC HAS BEEN BUSY PEGGING PRODUCTS AND SERVICES ACCORDING TO THEIR PERFORMANCE, DURABILITY, AND SATISFACTIONS DELIVERED --ALL DESPITE WHAT ADVERTISING HAS CLAIMED, NO MATTER WHETHER HONEST ADVERTISING OR DISHONEST ADVERTISING SURROUNDED THE PRODUCT. ALL PRODUCTS HAVE GONE THROUGH AND CONTINUE TO GO THROUGH A PERIOD OF CONSUMER SKEPTICISM, TESTING, ACCEPTANCE, AND/OR REJECTION. BUT NO MATTER HOW SUPERB A TIRE B. F. GOODRICH PRODUCES FOR GULF, GULF REMAINS POSITIONED IN THE MOTORING PUBLIC'S MIND AS A PRODUCER, REFINER, AND A MARKETER OF PETROLEUM PRODUCTS.

AND SO, TODAY, MARKETERS ARE CONCERNED WITH A NEW AND CONTROVERSIAL CONCEPT WITHIN THEIR REALM: THE POSITION OF A PRODUCT IN THE AFFECTIONS OF CONSUMERS. THAT'S WHAT THIS LECTURE IS ALL ABOUT. POSITIONING HAS ARRIVED AS THE LATEST IN A SERIES OF DEVICES ALLEGED TO GIVE WINGS TO A PRODUCT'S SALES. STUDENTS SHOULD NOTE THESE PERIODS OF DEVELOPMENT THAT FOLLOW CAREFULLY. THE PROGRESSION SHOWS DEVELOPMENT OF POSITIONING AS IT RELATES TO SUBJECTIVITY WITHIN THE MARKETPLACE.

HISTORICALLY, MARKETING HAS SEEN QUITE A FEW ALLEGED SOLUTIONS TO THE SALES PROBLEM ...

* IN THE EARLY FIFTIES, THE FASHIONABLE FORMULA WAS RESEARCH.

THIS WAS A PRODUCT ERA, AND RESEARCH CRAWLED ALL OVER EVERY PRODUCT AND EVERY SERVICE. MARKETERS EMPHASIZED PRODUCT FEATURES AND CUSTOMER BENEFITS.

* IN THE LATE FIFTIES, THE FORMULA FOR SUCCESS WAS NOT SIMPLE HEADCOUNT, BUT MOTIVATION RESEARCH -- RESEARCH THAT PROBED THE CONSUMER'S PSYCHE SEEKING THE WHY, NOT THE WHEN NOR HOW.

BUT IN THE LATE FIFTIES TECHNOLOGY CAUGHT UP WITH MARKETING. IT BECAME MORE AND MORE DIFFICULT TO ESTABLISH THE SALIENT FEATURE OF ROSSER REEVES--THE "USP", OR "UNIQUE SELLING PROPOSITION". AT THIS TIME THE OLD AL CAPONE BREWERY IN CICERO, ILLINOIS WAS CHURNING OUT 27 DIFFERENT BRANDS OF LOCAL, REGIONAL, AND NATIONAL BEER, STOPPING THE 24-HOUR CONTINUOUS PRODUCTION LINE WITH ONE STANDARD FORMULA ONLY TO CHANGE SIZE AND SHAPE OF BOTTLES, COLOR OR BOTTLES, AND THE LABEL.

* ALSO IN THE LATE FIFTIES CHEVROLET DISCOVERED FRAGMENTATION. THE RUSH WAS TO INDIVIDUALS WITHIN GROUPS WITH IDENTICAL CHARACTERISTICS.

* THEN, DURING THE SIXTIES, SUCCESS WAS BEST BROUGHT ABOUT BY ASTUTE MARKETING. SWITCH CHANNELS, INNOVATE, AND MARKET SOUNDLY. THIS WAS ESSENTIALLY A SEARCH FOR AN IMPROVED IMAGE. CLOTHE THE PRODUCT WITH RESPECTABILITY, GLAMOUR, AND BENEFITS, BUT BENEFITS PITCHED TO A PARTICULAR FRAGMENT OR LEVEL MOST LIKELY INTERESTED IN THE PRODUCT. BUT THE "ME TOO" IMAGE KILLED THE IMAGE ERA, JUST AS THE "ME TOO" PRODUCT KILLED THE PRODUCT ERA.

DAVID OGILVY WAS THE LEADER DURING THE IMAGE ERA. YOU ALL RECALL HIS MOST FAMOUS CAMPAIGN, THE MAN WITH THE EYE-PATCH, ROLLS-ROYCE, AND SCHWEPPES ...

* IN 1965 THERE ARRIVED THE CREATIVE APPROACH, BUT MORE ON THIS IN A MOMENT ...

* AND TODAY, THE MAGIC OF POSITIONING ...

WELL, IT WOULD SEEM TO THIS GROUP, I'M SURE, ASTUTE MARKETERS ALL, THAT WE ARE IN A NEW ERA--PERHAPS THE ERA OF POSITIONING. CREATIVITY IS NO LONGER THE THING; SOMETHING HAS SUPERSEDED THE CREATIVE ERA OF 1960-70, THE ARCHITECTS OF WHICH WERE ROSSER REEVES AND BILL BERNBACH.

ROSSER REEVES CLAIMS ADVERTISING CAN BE REDUCED TO A FORMULA THAT HAS BEEN AND IS STILL EFFECTIVE. IT CONSISTS ESSENTIALLY OF FINDING WHAT HE CALLS THE "USP" OR "UNIQUE SELLING PROPOSITION." EVERY PRODUCT AND SERVICE HAS SUCH A FEATURE. ONCE

FOUND, ADVERTISING THEN HAMMERS HOME THIS SINGLE FEATURE WITH AN INSISTENCY AND PURPOSE THAT FINALLY COMPELS RETENTION AND FAVOR IN THE CONSUMING PUBLIC'S COLLECTIVE MIND.

ON THE OTHER SIDE OF THE FENCE SITS BILL BERNBACH WHO MAINTAINS THAT THE ART OF PERSUASION, AN ART THAT, LIKE ANY OTHER ART, SIMPLY CAN'T BE REDUCED TO A FORMULA. IT'S A MIXTURE OF SKILLS, AND THE DETERMINATION OF THE "USP" IS ONLY THE FIRST STEP. ONCE THE "USP" IS ARRIVED AT, THEN, MAINTAINS BERNBACH, IT IS THE ADVERTISING MAN'S JOB TO CLOTHE THAT PROPOSITION WITH EFFECTIVE IMPACT AND ATTRACTIVENESS SO THE RESULTING ADVERTISEMENT PROVOKES THE READER'S ATTENTION WITH FRESH, IMAGINATIVE INSIGHT. THE MEASURE OF THIS PERFORMANCE IS THE ADVERTISEMENT PERSUASIVENESS. SUCCINCTLY PUT, THE BERNBACH SCHOOL STRIVES FOR MEMORABILITY.

BUT TODAY, ROSSER REEVES' CONCEPT OF THE "USP", THE "UNIQUE SELLING PROPOSITION," HAS BECOME TARNISHED, AND BILL BERNBACH'S AGENCY HAS FALLEN ON LEAN DAYS.

JUST AS REEVES AND BERNBACH WERE THE HIGH PRIESTS OF CREATIVITY, SO TODAY AL RIES IS THE HIGH PRIEST OF POSITIONING, TRAVELING THROUGHOUT THE UNITED STATES EXPOUNDING ON POSITIONING, <u>THE NEW WAY TO PLAY THE MARKETING GAME</u>.

<u>Skit No. 1</u>

TYPE ... Informative
TIME ... 45 seconds

Sinclair ... NOW, HERE ARE TWO CURRENT, GOOD EXAMPLES OF POSITIONING ...

Jed ... OH, BEFORE I FORGET: RICK, I WANT YOU TO GO TO THE LIBRARY TODAY. YOU'LL FIND A SMALL BOOK THERE ON THE <u>ORIGINAL</u> B. R. BAKER COMPANY. IT'S NOW OUT OF BUSINESS, BUT AT ONE TIME WAS OUR BEST MEN'S FURNISHINGS STORE. I WANT TO TALK WITH YOU AND BECKY ABOUT HOW THE B. R. BAKER COMPANY SLOWLY WENT BANKRUPT.

OH, AND RICK, WHAT TIME IS THE PROFESSOR OF YOURS GOING TO SHOW UP? I WANT TO BE SURE ALL OF US ARE HERE AND HAVE TIME TO TALK WITH HIM.

Rick ... HE SAID HE'D BE HERE AT ELEVEN O'CLOCK. THAT ISN'T VERY FAR OFF!

Jed ... GOOD.

Skit No. 2

TYPE ... humorous
TIME ... 60 sec.

Becky ... OH HI, LUKE! HOW ARE YOU?

Luke ... HOW'S THAT?

Becky ... I SAY, HOW ARE YOU? HOW ARE YOU?

Luke ... OOOH. PRETTY TIRED. DIDN'T SLEEP AGAIN LAST NIGHT.

Becky ... YOU DIDN'T SLEEP AGAIN?

Luke ... NOPE! DIDN'T SLEEP AGAIN. YOU SEE, MY WIFE AND I AGREED WHEN WE WERE MARRIED WE WOULD NEVER GO TO SLEEP IF WE'RE MAD AT EACH OTHER. YEP, AND I'VE BEEN UP NOW FOR 3 DAYS! AND IF SHE DOESN'T CALM DOWN PRETTY SOON--MY EYES WILL LOOK LIKE A ROAD MAP.

I THOUGHT I WOULD SURPRISE HER AND GET A BOTTLE OF THAT NEW FINNISH VODKA AND HAVE A PARTY! ...MAKE A TRUCE! THERE'S NOTHING LIKE HAVING A BIG TRUCE PARTY AFTER A GOOD FIGHT. THIS HERE ADVERTISEMENT SAYS THAT FINNISH VODKA WILL CAPTURE US AMERICANS JUST LIKE THE BRITISH DID IN 1776!

Becky ... I'M SORRY, LUKE. WE CARRY ONLY JED'S JUICE.

HERE LET ME SEE THAT ...

THE FINNS SEEM TO BE RACING TO DUPLICATE THE BRITISH SUCCESS WITH GIN DURING THE SIXTIES.

I THINK THEY'VE GOT A PROBLEM. THE AVERAGE AMERICAN ASSOCIATES VODKA WITH RUSSIA, NOT FINLAND. AND WITH IMPROVING RELATIONS BETWEEN THE UNITED STATES AND RUSSIA, RUSSIAN-MADE VODKA IS LIKELY TO APPEAR ON LIQUOR STORE SHELVES IN OHIO, NOT FINNISH-MADE VODKA.

Luke ... WHAT'S THAT? TELL ME AGAIN! I WANT TO HAVE A TRUCE PARTY!

Becky ... I SAY LUKE, FINLAND IS SEEKING TO POSITION ITS VODKA AHEAD OF RUSSIAN VODKA IN THE AFFECTIONS OF US AMERICANS. FINLAND WANTS AMERICANS TO PREFER ITS VODKA. IT WANTS TO POSITION ITS PRODUCT FIRST IN THE HEARTS OF AMERICANS, LUKE!

Luke ... I'LL DRINK TO THAT!

Skit No. 3

TYPE ... Stimulative
TIME ... 1 min. 30 secs.

Becky ... TODAY, RICK, MOTHERS CONTINUE TO WARN THEIR DAUGHTERS ABOUT BOYS. THEY ALSO MAKE COMMENTS ABOUT TOOTHPASTE. SILLY MOTHERS! THEY SAY: "MAKE YOUR TEETH ALLURING, DEAR. BUT DON'T GO NEAR THE BOYS!"

ULTRA-BRITE HAS ADVERTISED ITSELF AS THE "SEXY" TOOTHPASTE FOR YEARS, ALLEGING TO MAKE A GIRL'S TEETH SO DAZZLING AND WHITE THAT, OH MY! A BOY JUST CAN'T RESIST HER!

Rick ... OH, FOR HEAVEN'S SAKE! BECKY! I'M TRYING TO STUDY FOR AN EXAM!

Becky ... WELL! ULTRA-BRITE NOW GOES A STEP FURTHER. TAKEN FROM RECENT ULTRA-BRITE ADVERTISEMENTS, NOTE THAT ULTRA-BRITE POSITIONS ITSELF NUMBER 2 IN ABRASIVE TEST RESULTS. IT COUPLES ITS SECOND-BEST ABRASIVE POSITION WITH ITS ORIGINAL AND BEST KNOWN POSITION: "ULTRA BRITE WHITENS AND BRIGHTENS!"

Rick ... WHERE'D YOU GET ALL THIS HIGHPOWERED INFORMATION?

Becky ... I READ ABOUT IT IN AN ISSUE OF THE WALL STREET JOURNAL. SEE? RIGHT HERE!

LET ME CONTINUE, ... ALL TESTED BRANDS ARE IDENTIFIED INTO TWO GENERAL GROUPS: LESS ABRASIVE AND MORE ABRASIVE. ULTRA-BRITE IS MORE ABRASIVE THAN COLGATE. BUT IT'S LESS ABRASIVE THAN CREST-MINT, CREST, CLOSE-UP, AND GLEEM II.

Rick ... DOES THAT AD ACTUALLY COMPARE QUALITIES OF COMPETING TOOTH-PASTE BRANDS? ISN'T THAT ILLEGAL?

Becky ... NO, IT ISN'T ILLEGAL. THIS IS POSITIONING! IT SAYS HERE IN THE ARTICLE THAT ULTRA-BRITE ADVERTISING SHOWS A PRIME CHARACTERISTIC OF POSITIONING. BEFORE THIS, MENTIONING A COMPETITOR WAS CONSIDERED BAD TASTE AND POOR STRATEGY. BUT NOT SO TODAY. IN TODAY'S ERA OF POSITIONING THE RULES ARE REVERSED. ADVERTISERS NOT ONLY NAME COMPETITORS, BUT ESTAB-LISH A POSITION WITH CONCRETE PROOF. IN BRIEF, THE COMPETI-TOR'S POSITION IS JUST AS IMPORTANT AS THAT SURROUNDING ONE'S OWN PRODUCT.

KETCH?

Rick ... KETCH ...

Sinclair ... THE IMAGE SURROUNDING AVIS FOR YEARS WAS JUST THAT OF ANOTHER CAR RENTAL SERVICE. PROSPECTS KNEW IT INDIFFERENTLY, AS A SMALLER COMPETITOR TO HERTZ. THE PROSPECT SIMPLY COULD NOT DISTINGUISH DIFFERENCES BETWEEN THE TWO. SO HE CHOSE BIGNESS AND POMP AND DOLLARS.

BUT ALL OF A SUDDEN, AVIS DEVELOPED A NEW POSITION.

THE "AGAINST" POSITION. AVIS RELATED ITS SERVICE TO THE SERVICES ALREADY ESTABLISHED. "AVIS IS ONLY NO. 2 IN THE RENT-A-CAR FIELD, SO WHY GO WITH US? WELL, BECAUSE 'WE TRY HARDER'." AVIS WAS ABLE TO MAKE SUBSTANTIAL GAINS BECAUSE IT RECOGNIZED HERTZ' POSITION AND DIDN'T SEEK TO MEET IT HEAD ON. THEN THERE'S THE UGLY POSITION.

Skit No. 4

TYPE ... Informative
TIME ... 30-45 seconds

Rick ... BECKY, YOU'LL RECALL FROM ADVERTISEMENTS VOLKSWAGEN ACCEPTED A POSITION NOBODY ELSE WANTED. ALL DOMESTIC AUTOMOBILE MANUFACTURERS WANT THE MOTORING PUBLIC TO THINK THEIR PRODUCTS ARE BIGGER, MORE POWERFUL, MORE STYLISH, SAFER, AND GREATER IN VALUE. VOLKSWAGEN CHOSE TO IGNORE THIS POSITION, AND INSTEAD, CONCENTRATED ON ITS "UGLY" POSITION ...

Becky ... I RECALL WHAT VOLKSWAGEN SAID, RICK! IT SAID: "THE VW WILL STAY UGLY LONGER!

Rick ... SURE. AND THAT PHRASE IS A POWERFUL STATEMENT BECAUSE IT IS PSYCHOLOGICALLY SOUND--IT COMMUNICATES THE IDEA OF RELIABILITY IN A POWERFUL MANNER. I BELIEVE THAT WHEN AN ADVERTISER ADMITS THE NEGATIVE, THE READER IS INCLINED TO GIVE HIM THE BENEFIT OF ANY DOUBT AND CLASSIFY HIM POSITIVE!

Sinclair ... ANOTHER FINE ILLUSTRATION OF CURRENT POSITIONING LIES IN THE LIQUOR FIELD, AN AREA THOROUGHLY CIRCUMSCRIBED BY FEDERAL LAWS. YET, SMIRNOFF CREATED THE SCREWDRIVER, GALLIANO HAS ITS HARVY WALLBANGER, AND BROWN-FORMAN'S EARLY TIMES HAS ITS PUSSYCAT. IN 1950 EARLY TIMES WAS POSITIONED AS A "MAN'S WHISKEY" WITH SUCH HEADLINES AS "EVERY OUNCE A MAN'S WHISKEY," AND "FINE, OLD KENTUCKY WHISKEY." GRADUALLY OVER THE YEARS BROWN-FORMAN HAS MOVED THIS BOURBON TOWARD A MIXER, A COCKTAIL POSITION, STRIVING TO ATTRACT A YOUNGER, MORE SWINGING CONSUMER. THE EXCITING PUSSYCAT PROGRAM RESULTED.

NOW, THE FOLLOWING IS IN SUMMATION AND IT'S IMPORTANT. I WANT YOU TO BE SURE IT'S IN YOUR NOTES ...

THE FIRST REASON FOR THE RISE OF POSITIONING LIES IN MARKETERS' OWN EXCESSIVE AND FLAMBOYANT PRODUCT CLAIMS, OFTEN UNFOUNDED. THEY HAVE KNOWINGLY AND UNKNOWINGLY FORCED CONSUMERS TO PROTECT THEMSELVES THROUGH RANKING OR POSITIONING PRODUCTS IN THEIR AFFECTIONS. A SECOND REASON LIES IN THE GREAT SIMILARITY AMONG PRODUCTS: CIGARETS, BEER, GASOLINE, COSMETICS, FOOD. THERE IS A THIRD REASON: OUR OVERCOMMUNICATED SOCIETY. TOO MANY PRODUCTS, TOO MANY COMPANIES, TOO MANY SALES MESSAGES. "THE PER CAPITA CONSUMPTION OF ADVERTISING IN THE UNITED STATES IS APPROACHING $100 PER YEAR."[1] THERE IS SOME DOUBT ABOUT THE INDIVIDUAL CONSUMER'S ABILITY TO TAKE-IN ALL OF THESE MESSAGES, ROUGHLY 1,500-1,600 PER DAY! AL RIES STATES: "MAKE NO MISTAKE ABOUT IT. THE MIND IS THE BATTLEGROUND."[2] AND HE CITES THE FACT THAT BRISTOL-MYERS RAN THROUGH MILLIONS OF DOLLARS AGAINST STRONGLY ENTRENCHED COMPETITION, AND TODAY, WHO EVER HEARS OF ME-TOO VOTE, ME-TOO FACT, AND ME-TOO RESOLVE? THESE PRODUCTS SIMPLY FAILED TO POSITION THEMSELVES IN ENOUGH COLLECTIVE MINDS WITHIN THE BUYING PUBLIC. RIES OFFERS A FOURTH REASON FOR THE RISE OF POSITIONING. AND THAT IS THAT MARKETERS TODAY OPERATE IN A MOBILE AND BETTER-EDUCATED SOCIETY FAR DIFFERENT FROM THAT OF 20 TO 25 YEARS AGO. AS YOU WOULD ANTICIPATE, SKEPTICISM IS GREATER NOW THAN IT WAS THEN. RIES THEN SAYS THAT POSITIONING RESULTS FROM THE COSTLY BATTLE TO GAIN PREFERENCE IN CONSUMERS' MINDS.

ALL POSITIONING CAMPAIGNS HAVE A NUMBER OF THINGS IN COMMON: THEY DON'T EMPHASIZE PRODUCT FEATURES NOR CUSTOMER BENEFITS, AL RIES MAINTAINS: "POSITIONING IS USED IN A BROADER SENSE TO MEAN WHAT THE ADVERTISING DOES FOR THE PRODUCT IN THE PROSPECT'S MIND." POSITIONING MEANS THAT ADVERTISING DOES A CERTAIN SOMETHING FOR THE PRODUCT IN THE CONSUMER'S MIND-- NOT ONLY TO COMMUNICATE ITS ADVANTAGES AND FEATURES.

THE BEST EXAMPLES LIE IN PROCTOR AND GAMBLE ADVERTISING ...

Skit No. 5

TYPE ... Stimulative
TIME ... 1 min. 20 secs.

Jed ... PROCTOR & GAMBLE, THE BIG SOAP MANUFACTURER IN CINCINNATI, POSITIONS THREE OF ITS PRODUCTS DIFFERENTLY, EVEN THOUGH ALL THREE MAY BE IDENTICAL IN FORMULA AND CONTENTS OF PACKAGE. THESE THREE ARE TIDE, CHEER, AND BOLD. HOWEVER, THEY COME OUT DIFFERENTLY IN HOUSEWIVES' MINDS.

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[1] "The Positioning Era," Ries, Cappiello, Colwell, Inc., 200 East 42nd Street, New York City, p. 7.

[2] Ibid.

Myrtle ... MOTHER! I JUST CAN'T GET LITTLE JOHNNY'S PANTS CLEAN. HE GETS THEM FULL OF GRASS STAIN AND DIRT AND GRIME. I JUST CAN'T SEEM TO GET THEM CLEAN! IT'S AWFUL!

Mother ... MY DEAR, THIS IS NO PROBLEM. JUST USE TIDE. TIDE MAKES CLOTHES WHITE.

Jed ... WELL! RICK, NOTE THAT PROCTOR & GAMBLE HAS POSITIONED ITS PRODUCT TIDE IN THE MOTHER'S MIND WITH THE CLAIM THAT TIDE MAKES CLOTHES WHITE. BECAUSE OF THIS CLAIM THE PRODUCT IS POSITIONED IN SOME WOMEN'S MINDS AS THE NUMBER ONE GREASE AND GRIME FIGHTER.

Myrtle ... MOTHER! JOHN ALSO COMPLAINS ABOUT THE GRAYNESS OF HIS WHITE SHIRTS, ESPECIALLY AROUND THE COLLAR. HE SAYS ALL I DO IS MAKE HIS SHIRTS GRAY! I'M SO DISCOURAGED!

Mother ... DEAR, THIS IS NOT A PROBLEM--ELIMINATE GRAYNESS WITH CHEER. CHEER MAKES CLOTHES WHITER THAN WHITE.

Jed ... AND SO, RICK, CHEER IS POSITIONED IN THE MOTHER'S MIND AS A PRODUCT THAT ELIMINATES GRAYNESS IN CLOTHES, MAKING THEM WHITER THAN WHITE.

Myrtle ... MOTHER! MY WASHES COME OUT SO LIFELESS. THERE'S NO SPARKLE, NO BRIGHT COLORS, NO APPEAL IN THEM. THEY'RE SO COLORLESS. JOHN AND LITTLE JOHNNIE LOOK LIKE TRAMPS ONCE I'VE WASHED THEIR CLOTHES. WHAT'LL I DO? I'M JUST READY TO QUIT!

Mother ... THIS IS NOT A PROBLEM, MYRTLE, DEAR. FOR BRIGHT, SPARKLING WASHES, WASHES THAT MAKE CLOTHES APPEALING, USE BOLD. BOLD MAKES CLOTHES BRIGHT.

Jed ... YOU SEE, RICK, THIS MOTHER, AN AUTHORITY FIGURE, POSITIONS BOLD IN HER DAUGHTER'S MIND AS MAKING CLOTHES BRIGHT.

MOTHER ... DEAR, WITH ALL OF YOUR WASHING PROBLEMS ... OH! JUST TO BE SURE YOU'D BETTER TAKE ALL THREE! AT LEAST ONE OF THE SOAPS SHOULD DO SOMETHING!!!

Jed ... NOW, THE SUM OF ALL THIS, IS THAT MARKETERS HAVE REACHED THE POINT WHERE THEY MUST THINK OF POSITIONING AS SOMETHING DESIGNED TO OCCUR BEFORE THE PRODUCT IS LAUNCHED BY ADVERTISING AND SALES EFFORTS. THE DECISION MUST BE MADE WHERE THE PRODUCT FITS INTO THE COMPETITIVE SPECTRUM; THE POSITION IS THE VERY OBJECTIVE OF ALL MARKETING EFFORTS. THIS ANALYSIS MUST RECOGNIZE THE PRODUCT'S TRUE MARKET POSITION--NO MATTER WHETHER IT'S FIRST, FIFTH, OR TWELFTH, POSITIONING PRECLUDES TAKING ANY COMPETITION "HEAD-ON". THE MARKETER ADOPTS A PRE- OR POST-COMPETITIVE POSITION. THIS IS ALL INTERNAL, RATHER THAN EXTERNAL POSITIONING.

Rick ... MY PROFESSOR, JED, HAS MADE COMMENTS ON THIS. HE POINTS OUT THAT THE EDSEL, AS AN EXAMPLE, WAS POSITIONED BETWEEN FORD AND MERCURY IN THE FORD MOTOR COMPANY'S LINE OF VEHICLES. HE THEN POINTS OUT THAT THERE SIMPLY WAS NO POSITION FOR THE EDSEL IN THAT PARTICULAR VALUE-STYLE-PRICE SLOT ALREADY OVER-CROWDED WITH HEAVILY CHROMED, MEDIUM-PRICED AUTOMOBILES.

OWING TO THIS--FORD LOST A QUARTER OF A BILLION DOLLARS. IT JUST DIDN'T POSITION ITS EDSEL CORRECTLY.

Sinclair ... LISTEN ONCE MORE TO THE DEFINITION OF POSITIONING ... "POSITIONING IS WHAT ADVERTISING DOES FOR THE PRODUCT IN THE PROSPECT'S MIND." HE ALSO WRITES: "THE UN-COLA POSITION ESTABLISHED 7-UP AS AN ALTERNATIVE TO A COLA DRINK." WELL, AREN'T ALTERNATIVES THE ESSENCE OF A MARKETING SYSTEM? AT LEAST ONE THAT'S STILL VISIBLY BASED ON THE FREE ENTERPRISE SYSTEM? WELL, YES, I BELIEVE THIS IS TRUE. IF TRUE, THEN THE WORD ALTERNATIVE LEADS ONE TO BELIEVE THAT POSITIONING IS THE NEW TERM FOR AN ADVERTISER'S CONTINUING, DECADES-OLD SEARCH FOR EXCLUSIVITY. IF YOU AGREE, THEN POSITIONING HAS NOT OUT-GROWN CREATIVITY; IT'S EVEN MORE DEPENDENT ON IT TODAY. CREATIVITY IS RAREFIED THINKING THAT DEVELOPS UNIQUE IDEAS AND/OR POSITIONS. THIS IS WHAT AL RIES IS TALKING ABOUT. HOWEVER, IN FAIRNESS TO POSITIONING, RECOGNIZE THAT CREATIVITY CAN NO LONGER SELL A PRODUCT IF THAT PRODUCT HAS NO JUSTIFICATION FOR EXISTENCE. I SUPPOSE POSITIONING, IF INTERPRETED AS A CONTINUING SEARCH FOR EXCLUSIVITY, THEN GOES TO THE HEART OF ALL ADVERTISING: OFFER AN EXCLUSIVE JUSTIFICATION TO THE CONSUMER TO CHANGE HIS BEHAVIOR. IF CHEVROLET CAN CONTINUE TO SELL ITS PRODUCT IN SUFFICIENT QUANTITIES SO ITS PAYROLLS AND BILLS ARE COVERED, THEN IT NEED NOT SEARCH FOR POSITION. IT ALREADY ENJOYS A TREMENDOUS FRANCHISE ON THE PUBLIC'S AFFECTIONS, AND BASED ON SALES VOLUME IT IS NUMBER 1 IN THE NATION. BUT, LET IT SLIP, AS PONTIAC'S COMPETITIVENESS HAS COMPELLED IT TO SLIP DURING THE LAST FEW YEARS, AND CHEVROLET MUST BEGIN TO RE-POSITION ITSELF IN THE MOTORING PUBLIC'S MIND. THE BOOK GIVES A FASCINATING DESCRIPTION OF A FIRM THAT DIDN'T ADJUST TO THE POSITION TO WHICH THE PUBLIC ASSIGNED IT.

Becky ... WHAT'S THE STORY? GO ON WITH IT.

Rick ... BACK IN 1958, 1959, AND 1960, IT WAS FASHIONABLE FOR MANUFACTURERS TO DEVELOP CONTROL OVER SALES SO PRODUCTION COULD BE SMOOTHED OUT. AND TOWARD THIS END BOTANY 500 BEGAN BUYING MEN'S RETAIL STORES AC ROSS THE COUNTRY. ROTHSCHILD OF CHICAGO WAS ONE OF THEM. THE B. R. BAKER COMPANY OF TOLEDO WAS ANOTHER. BOTANY IN ALL ACQUIRED 105 RETAIL MEN'S CLOTHING RETAIL OUTLETS, ACQUIRING THEM AT AN ACCELERATED PACE.

Jed ... 105 RETAIL STORES ACQUIRED IN 3 YEARS? THAT CERTAINLY IS A LOT OF STORES!

Rick ... THAT NUMBER IN ABOUT THAT PERIOD OF TIME, YES. BUT AS IT TURNED OUT BOTANY PROVED A SUPERB MANUFACTURER OF MEN'S CLOTHING, BUT A LOUSY RETAILER. DURING THE 1960s PRICES OF CLOTHING AT TOLEDO'S B. R. BAKER COMPANY BEGAN CLIMBING. UNIONIZATION OF THE SALES STAFF IN 1968 HELPED PUSH PRICES UPWARD, UNTIL, DURING 1969 AND 1970 BAKER'S WAS CHARGING EIGHTY-FIVE DOLLARS FOR A SPORTSCOAT THAT WAS SELLING FOR $40-$50 AT THE NEARBY LASALLE'S MEN'S SHOP, A MACY AFFILIATE. TIES WERE PRICED AT 7 TO 8 DOLLARS, BUT WEMBLEY'S AT PENNEY'S WERE SELLING FOR TWO TO THREE DOLLARS. BAKER'S SOLD ABOUT A DOZEN DOBBS AND KNOX FELT HATS DURING THE 1969-70 SEASON.

Becky ... I'LL BET THAT WASN'T ENOUGH TO KEEP A CANARY ALIVE!

Rick ... YOU'RE RIGHT! HOWEVER, ALL THIS IS IN CONTRAST TO BAKER'S HISTORY, ONE STORE THAT WAS CONTINUOUSLY SUCCESSFUL IN SELLING FINE CLOTHING TO THE CITY'S WELL-DRESSED MEN. NOW ... NOW COMES THE RE-POSITIONING BUSINESS.

Becky ... RE-POSITIONING? I THOUGHT IT WAS "POSITIONING."

Rick ... REMEMBER BAKER'S WAS ALREADY SUCCESSFULLY POSITIONED IN MEN'S MINDS. BUT BAKER'S PERMITTED TOLEDO MEN TO REPOSITION ITS SERVICE AND PRODUCTS FROM SUCCESS TO FAILURE.

Jed ... THAT'S A SAD STORY.

Rick ... DURING THE POST-WORLD WAR II YEARS, YOUNG MEN BEGAN RE-POSITIONING BAKER'S AS "THE STORE FOR ELDERLY MEN." EXECUTIVE FASHION PLATES BEGAN DIVIDING PURCHASES OF CLOTHING BETWEEN BAKER'S AND COMPETING FIRMS. THERE EVIDENTLY WAS NO CONTINUING UNIQUE IDEA VISIBLE. AT ONE TIME THE FIRST B. R. BAKER, A PORTLY, DISTINGUISHED, OUTOING INDIVIDUAL, STOOD AT THE FRONT DOOR TO GREET CUSTOMERS BY THEIR FIRST NAMES. BUT NO MORE. AND SOMEHOW, THE UNIQUENESS OF PRICING SPORTS COATS AT $85 EACH WAS NOT SUFFICIENT TO MAINTAIN SALES. BAKER'S WATCHED WITH SOME SMUGNESS THE SUCCESS OF AL THOMAS WHO FOR THREE YEARS, 1960 TO 63, SOLD HIGH STYLE, FLASHY, RACE-TRACK CLOTHING. BUT AL THOMAS' ESTABLISHMENT LAPSED, AND BAKER'S CONTINUED ITS DOWDY, EXECUTIVE STYLES. IT ALSO CONTINUED RELIANCE ON SIXTEEN DOLLAR SHIRTS MADE ATTRACTIVE BY THE NAME Pierre Cardin, EIGHT DOLLAR TIES IDENTIFIED AS COUNTESS MARA, AND TWO HUNDRED FIFTY DOLLAR SUITS WHOSE FABRICS WERE LOOMED IN EGYPT AND TAILORED IN ITALY. LOCAL MEN BEGAN NOTICING TASTEFUL CLOTHING SOLD ELSEWHERE, PRINCIPALLY IN SUCH FASHIONABLE STORES AS DETROIT'S HUGHES-HATCHER, DALLAS' NIEMEN-MARCUS, AND CLEVELAND'S HALLE BROTHERS COMPANY. WORST OF ALL, THEY BEGAN NOTICING THE EXCESSIVE COST CONNECTED WITH BAKER'S CLOTHING, WHICH, ELSEWHERE SOLD FOR ABOUT 25 TO 30 PERCENT LESS!

Jed ... ANY MERCHANDISE INCORRECTLY PRICED ALWAYS SUFFERS!

Rick ... THAT'S TRUE, JED, AND IN 1968 OVERHEAD BEGAN CATCHING UP WITH BAKER'S. ADVERTISING LINEAGE IN THE BLADE WAS CUT. THERE WAS LESS AND LESS RESPONSE TO SALESMEN'S TELEPHONE CALLS ANNOUNCING PERSONALLY THAT CLIENTS SHOULD COME IN EARLY FOR FIRST PICK OF GARMENTS GOING ON SALE. THERE WERE FEWER AND FEWER SALESMEN'S COURTESIES.

Becky ... IT'S CERTAINLY OBVIOUS THAT THE B. R. BAKER COMPANY WAS HEADING FOR RUIN.

Rick ... WELL, FINALLY, IN THE SUMMER OF 1972, DUE TO AN OVER-EXTENSION OF CREDIT--33 MILLION--AND A LOSS OF SALES, BOTANY BLEW UP. AT THE SAME TIME IT WAS PROVED TOLEDO'S GARMENT-BUYING MEN HAD RE-POSITIONED BAKER'S TO A POSITION OF "LITTLE SERVICE, FAILURE AT FOLLOWING THEIR OWN MEASUREMENTS, IMPERSONAL IN ATTENTION, AND OVER-PRICED." NOTICE THAT THE AREA'S CLOTHES-

BUYING PUBLIC HAD DONE THE RE-POSITIONING, INSTEAD OF BAKER'S.

Sinclair ... THE RESULTING LOSS OF 105 RETAIL STORES THROUGHOUT THE NATION THREATENED TO THROW BOTANY INTO BANKRUPTCY, AND IF BAKER'S WAS TO SURVIVE, BAKER'S NEW OWNERS WERE OBLIGED TO RE-POSITION THEIR PROPERTY IN THE AFFECTIONS, OR MINDS, OF TOLEDO'S CLOTHES-BUYING PUBLIC. THIS THEY NEVER SUCCEEDED IN DOING.

Skit No. 7
TYPE ... Informative
TIME ... 4 mins. 20 secs.

Sinclair ... NOW, LET ME SHOW YOU A SUGGESTED THEME BUILT INTO AN ADVERTISEMENT WHICH ILLUSTRATES POSITIONING. THE THEME YOU ARE ABOUT TO SEE WOULD BE ONE OF A CONTINUING CAMPAIGN ...

Rick ... OH, HI, PROFESSOR! YOU'RE RIGHT ON TIME. GLAD YOU'RE HERE. OH, JED AND BECKY, MAY I INTRODUCE MY MARKETING PROF, PROFESSOR GREGORY. PROFESSOR, THIS IS BECKY, OUR CASHIER, AND JED, THE OWNER OF THE STORE ...

Jed ... I'VE HEARD A LOT ABOUT YOU, PROFESSOR.

Becky ... MORNING, PROFESSOR.

Professor ...I'M DELIGHTED TO MEET BOTH OF YOU. RICK SAYS MANY NICE THINGS ABOUT YOU PEOPLE TOO.

Rick ... PROFESSOR--JED & BECKY AND I HAVE BEEN DISCUSSING POSITIONING. I ASKED YOU TO COME OVER HERE TO GIVE US THAT ILLUSTRATION YOU GAVE THE CLASS--ON SPARK PLUGS. WOULD YOU DO THAT, PLEASE?

Professor ...SURE. I'M HAPPY TO DO THAT. LET ME GET OUT A COPY OF THE ADDRESS I'M DELIVERING NEXT WEEK BEFORE THE NATIONAL SALES CONFERENCE IN NEW YORK CITY.

AH, YEP. HERE IT IS!

IN MY OPINION IT'D BE ALMOST IMPOSSIBLE FOR A FOURTH SPARK PLUG MANUFACTURER TO COMPETE WITH THE 3 MAJOR PLUG PRODUCERS: CHAMPION, AC, AND AUTOLITE. YET, THERE IS A FOURTH SPARK PLUG MANUFACTURER OF WHICH YOU'VE PROBABLY NEVER HEARD: PRESTOLITE OF TOLEDO. IT BEGAN MANUFACTURING PLUGS IN 1962 AFTER ITS NEW YORK CITY PARENT HAD SOLD THE AUTOLITE TRADENAME, TRADEMARK, TWO BATTERY PLANTS, AND THE FOSTORIA, OHIO SPARK PLUG PRODUCTION CENTER TO THE FORD MOTOR COMPANY. THE SIZE OF THE MARKETING, ADVERTISING, AND SELLING TASK FOR PRESTOLITE THEN WAS AS FORMIDABLE AS IT IS TODAY. PRESTOLITE PRODUCES ABOUT 1/10 THE PLUGS THE OTHERS DO.

Jed ... FOR PRESTOLITE TO CHALLENGE THE 3 SPARK PLUG LEADERS WOULD BE LIKE SCREAMING AT THE PACIFIC OCEAN TO STOP ITS ROARING, IS THAT IT, PROFESSOR?

Professor... THAT'S IT. WELL, ANYWAY, IF PRESTOLITE BECAME INTERESTED IN

WINNING A GREATER SHARE OF PLUG SALES, IT WOULD BE OBLIGED TO "POSITION" ITSELF. FIRST, IT MUST RECOGNIZE ITS ALMOST HOPELESS POSITION AS A POOR FOURTH. SECOND, IT WOULD BE REQUIRED TO DEVELOP A UNIQUE IDEA. IF IT FAILED TO DO THIS IT WOULD NOT POSITION ITSELF PROPERLY. "IT APPEARS THAT UNLESS AN ADVERTISEMENT IS BASED ON A UNIQUE IDEA OR POSITION, THE MESSAGE IS OFTEN PUT INTO THE CONSUMER'S MENTAL SLOT RESERVED FOR THE LEADER IN THE PRODUCT CATEGORY." TO AVOID THIS, PRESTOLITE MUST ADMIT ITS POOR PRODUCTION, THAT IT WANTS TO COMPETE HONESTLY, AND IT MUST PRESENT ITSELF UNIQUELY AND DIFFERENTLY.

SO, PRESTOLITE MUST POSITION ITSELF. HERE IS A SUGGESTED ADVERTISEMENT SHOWING HOW PRESTOLITE MIGHT COMPETE WITH THE 3 MAJOR SPARK PLUG MANUFACTURERS, BASED, OF COURSE, ON POSITIONING. NOW, NOTICE THE LINE THAT RECOGNIZES POSITION ... "PRESTOLITE IS A JOHNNY-COME-LATELY ..."

NOTICE, SECOND, THE UNIQUE IDEA ... "THAT OFFERS THE MIRACLE SPHERICAL TIP WITH THE BUILT-IN BRAIN!"

THE ENTIRE ADVERTISEMENT NOW POSITIONS PRESTOLITE CORRECTLY. IT ADMITS PRESTOLITE IS LAST, OR THAT IT'S A NEWCOMER, AND THAT IT DOES OFFER THE MOTORING PUBLIC SOMETHING DIFFERENT AND WORTHWHILE ... THIS ADVERTISEMENT REPRESENTS POSITIONING. ASSUMING THAT THE TIP DOES NOT TRANSGRESS EXISTING PATENTS, AND THAT IT CAN BE ENGINEERED AND PRODUCED, IT MIGHT JUST WORK. THE REDESIGNED TIP GOES FARTHER THAN CONVENTIONAL TIPS, AND ROUNDED AS IT IS, DOES A SUPERIOR JOB OF CLEANING ITSELF INSIDE THE PISTON HEAD AFTER COMBUSTION. SAME PRINCIPLE AS THE EXTENDED NOSE DESIGNED INTO TIPS OF ALL CHAMPION, AC, AND AUTOLITE SPARK PLUGS. BUT THIS WAY PRESTOLITE OFFERS SOMETHING UNIQUE, AVOIDING THE "ME-TOO" LABEL.

Sinclair... YOU NOW HAVE TWO CASE HISTORIES THAT SHOW POSITIONING IN ACTION. THE FIRST CASE SHOWS POSITIONING BY CUSTOMERS, AND THE RESULTING DISASTER. THE SECOND CASE SHOWS HOW A LOCAL COMPANY MIGHT SUCCESSFULLY POSITION ITSELF AGAINST TREMENDOUS ODDS.

YOU ALSO HAVE SEEN THE HISTORICAL DEVELOPMENT OF POSITIONING. YOU ARE ALSO AWARE THERE ARE FOUR REASONS FOR THE RISE OF POSITIONING:

FIRST: MARKETERS' EXCESSIVE AND LAVISH PRODUCT CLAIMS,

SECOND: THE GREAT SIMILARITY AMONG PRODUCTS: CIGARETTES, BEER, GASOLINE, COSMETICS, FOOD ...

THIRD: OUR OVER-COMMUNICATED SOCIETY, TOO MANY PRODUCTS, TOO MANY COMPANIES, TOO MANY SALES MESSAGES.

FOURTH: OUR BETTER EDUCATED AND MORE SKEPTICAL BUYING COMMUNITIES.

YOU ALSO HAVE A DEFINITION OF POSITIONING: "POSITIONING IS WHAT ADVERTISING DOES FOR THE PRODUCT IN THE PROSPECT'S MIND."

POSITIONING GOES TO THE HEART OF ADVERTISING, WHICH IS:

JUSTIFY TO THE CONSUMER, BY OFFERING AN EXCLUSIVE REASON, HIS CHANGING HIS BEHAVIOR AND BUYING ANOTHER PRODUCT OR SERVICE. THIS COMPLETES PART I OF "POSITIONING". IN PART II WE WILL SEE FURTHER EXAMPLES OF POSITIONING IN THE STATE OF OHIO.

"POSITIONING"
Part II

Sinclair ... NOW LET'S TAKE A LOOK AT POSITIONING AS IT SHOWS ITSELF TODAY WITHIN OHIO. THESE EXAMPLES HAVE BEEN VISIBLE RECENTLY IN ABOUT 120 ISSUES OF 4 DIFFERENT BUT REPRESENTATIVE METROPOLITAN NEWSPAPERS, AND IN 15 DIFFERENT MAGAZINES CIRCULATING WITHIN THE STATE. MOST PRODUCTS FALL EASILY INTO THE CATEGORIES YOU'LL SEE. RECALL THAT IN "POSITIONING" PART I, YOU WERE GIVEN TWO INITIAL POSITIONS, NUMBER 1, THE "AGAINST" POSITION, AND NUMBER 2, THE "UGLY" POSITION. YOU HAVE THESE TWO POSITIONS IN YOUR NOTES. NOW, LET'S CONTINUE ...

I HAVE GIVEN EACH OF YOU A PRINTED LIST OF THESE POSITIONS; YOU MAY WANT TO REFER TO THIS LIST AS I PROGRESS, OR TAKE NOTES ON THAT LIST.

3. THE GOT-IT-LICKED POSITION ... THESE ARE OLD-LINE, ESTABLISHED, BUT AGGRESSIVE NAMES, EACH WITH A MASSIVE LOCK ON THE BUYING PUBLIC'S AFFECTIONS. THEY ARE POSITIONED AFFIRMATIVELY IN BUYERS' MINDS BY YEARS OF SUCCESSFULLY MARKETING A PRODUCT OR PRODUCTS.

1. GEN'L MOTORS
2. MERCEDES-BENZ
3. SHELL
4. SEARS
5. DUTCH BOY
6. RCA

4. THE INTER-COMPANY COMPETITIVE POSITION ... THIS IS A VARIATION OF THE FIRST, OCCURRING USUALLY WITHIN THE "GOT-IT-LICKED" POSITION. CONSUMERS AREN'T ALWAYS AWARE OF THIS RIVALRY. HERE, BECAUSE OF A UNIQUE ADVERTISING MESSAGE, ADVANCED STYLING, AND COMPETITIVE FIERCENESS, PONTIAC HAS ENCROACHED ON CHEVROLET SALES DURING THE LAST SEVERAL YEARS. ITS SLEEK, YOUTHFUL DASH AND VERVE HAVE WON THE AFFECTION OF PERSONS WHO'D NORMALLY BUY CHEVROLET. AND IT ALL BEGAN WITH PONTIAC'S LOWERING A BODY ONTO A CHASSIS THAT WAS CONSIDERABLY NARROWER--HENCE THE NAME "WIDE-TRACK" PONTIAC.

5. THE OLD-LINE POSITION THAT BEGINS TO SAG ... THIS TOO IS A VARIATION OF THE "GOT-IT-LICKED" POSITION. THIS FIRM MAY BE OLD-LINE, BUT IT EVIDENTLY FEELS IT NEEDS A UNIQUE GIMMICK TO BUILD A SERVICE, OR TO RECAPTURE A FORMER SALES POSITION. HERE CHESTERFIELD GOES TO COUPONS, A DEVICE RALEIGH CIGARETS HAS USED FOR DECADES. AND ROBERT HALL, A POST-WORLD WAR II CLOTHIER, EXTENDS ITS SERVICES TO CAPTURE NATIONALLY WHAT UP TO THIS POINT HAS BEEN THE AREA OF HIGHLY SPECIALIZED LOCAL CLOTHIERS.

6. THE OLD-LINE FIRM IN UNIQUE POSITION ... THE SAN FRANCISCO MANUFACTURER OF LEVIS REPRESENTS AN ENVIABLE POSITION. HIS PRODUCT IS AT THE PINNACLE OF YOUNG PERSONS' AFFECTIONS, NOT ONLY DOMESTICALLY, BUT IN EUROPE TOO. HE ENJOYS UNQUESTIONED ALLEGIANCE. EVEN THOUGH SURROUNDED BY ALL KINDS OF COMPETITION, HIS POSITION IS DOMINANT, UNIQUE, ON THE BASIS OF AN UNEQUALED SALES VOLUME. YOU MAY BE INTERESTED TO KNOW THAT LEVIS IN EUROPEAN TELEVISION COMMERCIALS ARE QUITE PHYSICAL IN THEIR APPEAL TO YOUNG PEOPLE--PERHAPS TWO YEARS AHEAD OF PUBLIC ACCEPTANCE IN THE UNITED STATES. SOME QUARTERS HERE WOULD LABEL THEM DOWNRIGHT PRURIENT.

THE CURRENT EFFORT WHERE LEVIS AND AMERICAN MOTORS ARE COMBINED TO CONDUCT THE LEVIS GREMLIN SWEEPSTAKES DEFINITELY SHOWS POSITIONING WITH THIS HEADLINE "WIN THE CAR THAT WEARS THE PANTS."

7. THE NO-SPECIAL POSITION ... THIS IS ALSO THE POSITION OF "BEING-SUFFERED-BY-THE-DOMINANT-COMPETITOR". CHRYSLER HAS BEEN AND IS TOLERATED BY GENERAL MOTORS, JUST AS HONEYWELL AND OTHER COMPUTER MANUFACTURERS ARE TOLERATED BY IBM. RCA'S QUARTER BILLION DOLLAR DEMISE DURING 1972 IS SEEMING PROOF OF THE IMPOSSIBILITY OF EVER POSITIONING A PRODUCT SUCCESSFULLY ON THE SAME LEVEL WITH SUCH GIANTS AS GENERAL MOTORS, U.S. STEEL, STANDARD OIL OF NEW JERSEY, AND IBM. THEREFORE, POSITION THE PRODUCT OR SERVICE SO IT RECOGNIZES THIS FACT. CHRYSLER MAY HAVE A LOCK ON ABOUT 10% OF THE AUTOMOTIVE ORIGINAL EQUIPMENT SALES MARKET, IT MAY BE OLD-LINE, AND IT MAY OFFER SUPERBLY ENGINEERED VEHICLES, BUT ITS POSITION IN OHIO, AS REVEALED IN THIS ADVERTISEMENT, IS OF "NO SPECIAL POSITION."

YET, HERE'S A SECOND ADVERTISEMENT WHERE A CHRYSLER PRODUCT DOES ATTEMPT TO GAIN AN IMPROVED POSITION IN BUYERS' AFFECTIONS. NOTICE DODGE'S ATTEMPT TO SHOW UNIQUE IDEAS, EVIDENCE OF THE SEARCH FOR EXCLUSIVITY. NOW, COMPARE THIS WITH ONE OF CHEVROLET'S ADVERTISEMENTS ...

ALSO IN THIS CATEGORY ARE STANDARD ADVERTISEMENTS WE'RE ALL ACCUSTOMED TO. NOTICE THIS UNITED FARMERS DAIRY ADVERTISEMENT, PLEASING AND OPEN, SIMPLE AND DECLARATIVE, BUT HARDLY COMPETITIVE AND REPOSITIONING IN NATURE. UNITED FARMERS IN TOLEDO IS POSITIONED QUALITY AND EXPENSIVE, WITH PRICES CONTROLLED BASICALLY BY FEDERAL EDICT. THE WORD "UNITED" ITSELF INDICATES RESISTANCE TO CONSUMER BENEFIT; FARMERS ARE UNITED FOR THEIR OWN BENEFITS. UNITED PROBABLY LOOKS ON ITSELF WITH SOME REASON, AS ALONE IN ITS QUALITY POSITION.

SECOND, WE'RE ALL QUITE ACCUSTOMED TO COMPANIES THAT BLARE FORTH AN OCCASIONAL OR SEASONAL SALE SUCH AS WOOLCO.

THIRD, WE ALL RECOGNIZE STRONG SEASONAL PRESSURES THAT COMPEL AMERICAN AIRLINES TO CUT PRICES TO FILL SEATS. AIRLINES POSITION THEMSELVES QUITE DIFFERENTLY DURING AUGUST THAN THEY DO IN OCTOBER.

8. THE CONTINUOUS-SALE POSITION ... SOME FIRMS DO SEEMINGLY ENGAGE IN ALMOST CONTINUOUS SALES ACTIVITIES ... GOODYEAR ... SEARS ... FIRESTONE.

9. THE TRUE INNOVATIVE POSITION.

Skit No. 1
TYPE ... Expository
TIME ... ___ mins. ___ secs.

Jed ... THIS SEEMS TO SPEAK FOR ITSELF, A POSITION SUFFICIENTLY INNOVATIVE AND NEW--IT HAS NO PRESENT COMPETITION. COMPETITORS MAY BE TOOLING UP TO PRODUCE A COMPETITIVE PRODUCT, BUT AS YET, THE PRODUCT IS UNPRODUCED, AND THE ORIGINAL IS A TRULY INNOVATIVE PRODUCT. THERE MAY BE A FEW PURCHASERS OF THE PRODUCT SUCH AS THOSE WHO WANT TO BE DARING, THOSE WHO WANT TO BE FIRST, AND BY THOSE WHO SHOW LEADERSHIP. CAN YOU GIVE ME SOME EXAMPLES?

Becky ... I GOT A COUPLE. I READ THE OTHER DAY ABOUT AN ENTIRE MEAL COMPRESSED INTO ONE SMALL PILL ... AND A CENTRAL COMPUTERIZED POINT THAT OPERATES A HOUSEHOLD AUTOMATICALLY AND EFFICIENTLY.

Rick ... I GOT ONE THAT FITS THIS CATEGORY! THE FULLY AUTOMATED AUTOMOBILE ... PLUS THAT INNOVATIVE PRODUCT WE MAKE AND MARKET RIGHT HERE IN THE STORE--JED'S JUICE

Becky ... JED's JUICE!

Sinclair ... NOTICE THIS LEVITZ ADVERTISEMENT REPRESENTING INNOVATION IN THE HOME GOODS RETAIL FIELD--SELLING FROM A WAREHOUSE. IN THIS CASE FURNITURE. OTHER FIELDS HAVE ADOPTED THIS TECHNIQUE SINCE PIONEERING BY LEVITZ. IT'S BEEN REMARKABLY SUCCESSFUL. ALTHOUGH ITS ULTIMATE SUCCESS IS DEBATABLE, IT DOES SHOW A THOROUGHLY INNOVATIVE TECHNIQUE.

WELL, IN THESE EXAMPLES YOU CAN SEE A STRIVING FOR THE AFFECTIONS OF THE BUYING PUBLIC. OR, SAID ANOTHER WAY, AN ATTEMPT TO HABITUATE BUYERS TO THINKING OF A PRODUCT IN CERTAIN TERMS. SOME MARKETERS ARE SAYING: "WE'RE NOT WORRIED. WE'RE TOO STRONG. WE'VE ALREADY GOT A LOCK ON THE BUYING PUBLIC'S AFFECTIONS!" OTHERS ARE SAYING: "GEE WE'RE WORRIED. HELP US, FOLKS. THINK FAVORABLY OF US BECAUSE OF THIS GIMMICK WE'RE OFFERING TO MAKE US MORE APPEALING." OTHERS ARE SAYING: "HEY, WE DO GIVE YOU A TRUE INNOVATIVE PRODUCT. TRY US! WE'RE DIFFERENT. WE DO JUSTIFY CHANGING YOUR HABITS, SUCH A GREAT BUNDLE OF SATISFACTIONS ARE WE!"

10. THE SELF-DECLARED NUMBER ONE POSITION ... FIRMS IN THIS POSITION ARE THERE LARGELY BECAUSE THEY ARE TRULY NUMBER ONE IN THE BUYING PUBLIC'S AFFECTIONS.

11. THE NEGATIVE-CHALLENGE POSITION ...

Skit No. 2
TYPE ... Straight expository
TIME ... ___mins. ___ secs.

Jed ... RATHER THAN STATING HOW GOOD, HOW WONDERFUL, AND HOW FANTASTIC A PRODUCT IS, THE ADVERTISERS HERE TAKE AN OPPOSITE APPROACH BY TELLING HOW BAD THEIR PRODUCT OR SERVICE IS. BUT AT THE

SAME TIME THEY SHOW HOW THAT PRODUCT REALLY
PROBLEM. LET ME GIVE YOU AN EXAMPLE. WHAT ABOUT LISTERINE?
WE'VE ALL SEEN ITS COMMERCIALS ON TELEVISION.

Becky ... OH, I'VE SEEN THEM! SOMEBODY ASKS A PERSON HOW HE LIKES LISTERINE. THE PERSON REPLIES: "I DON'T LIKE IT -- Y-E-E-E-C-H! HE FROWNS AND CARRIES ON, BUT EVENTUALLY SMILES AND SAYS: "BUT IT TAKES AWAY MY BAD BREATH!"

Jed ... GOOD! HOW ABOUT ANOTHER EXAMPLE?

Rick ... THE 7-UP COMMERCIALS?

Jed ... THAT'S A GOOD ONE!

Rick ... ALL THE OTHER SOFT DRINKS CONTAIN COLA. COCA-COLA, PEPSI-COLA ... BUT NOT 7-UP! ITS NEGATIVE APPROACH STRESSES THE UN-COLA TASTE. UN MEANS NOT!

Jed ... FINE. BECKY, GOT ANOTHER EXAMPLE?

Becky ... WELL, THERE'S ARRID, THE DEODORANT. HERE THE ADVERTISER BUILDS HIS APPROACH AROUND "UN-HUH!" THE NEGATIVE NO. IT COMES OUT LIKE THIS: ARRID, THE UN-UNDERARM DELIGHT--ANY-THING ELSE--UN-HUH!

Sinclair ... 12. THE MULTIPLE LEVEL POSITION

Skit No. 3
TYPE ... Stimulative
TIME ... ___ mins. ___ secs.

Professor ...HI, JED, HI.

All ... HI, PROFESSOR!

Jed ... I DIDN'T KNOW WE'D BE FAVORED WITH ANOTHER VISIT SO SOON. WHAT CAN WE DO FOR YOU?

Professor... I NEED SIX BIC PENS AND SIX PAPER-MATE PENS.

Rick ... WHY SO MANY?

Professor... OH, I LOSE THEM. SOME PEOPLE CARRY THEM AWAY, AND SOMETIMES I GIVE THEM TO PEOPLE AS A GIFT. YOU KNOW, THE STORY BEHIND THESE TWO BALL POINT PENS IS REALLY INTERESTING.

Rick ... WHAT IS IT?

Professor... WELL, WITH BIC AND PAPER-MATE YOU HAVE EXAMPLES OF SOPHISTI-CATED POSITIONING, TRUE POSITIONING. EACH HAS MULTIPLE-LEVEL PRODUCTS. NOW TELL ME, RICK, HOW MANY DIFFERENT PENS WOULD A PERSON HAVE WHO IS WELL-EQUIPPED FOR ALMOST ANY DAILY WRITING JOB?

Rick ... WELL, HE'D HAVE TO HAVE A PEN TO WRITE WITH ON ANY OCCASION, THE DAILY JOB OF WRITING SCORES OF TELEPHONE NUMBERS,

MEMORANDUMS, AND GROCERY LISTS. THE DAILY WRITING FUNCTION.

Professor... O.K., I AGREE. NOW, BECKY, WHAT TYPE OF PEN WOULD YOU LIKE?

Becky ... WELL, I'D WANT A PEN THAT'S MORE DURABLE AND STYLISH, SOMETHING WITH SOME CHROME AND JEWELRY ON IT.

Professor... OKAY.

Jed ... WELL, I'D NEED A FELT-TIP PEN THAT GIVES QUICK-DRYING QUALITIES AND A PEN THAT I CAN MARK ON CANS AND BOXES!

Professor... ALL TRUE. BIC AND PAPER-MATE BOTH OFFER THOSE BASIC WRITING INSTRUMENTS. BIC PROBABLY REPRESENTS THE BEST EXAMPLE OF FINE-TUNING A POSITION.

Rick ... HOW LARGE DO YOU SUPPOSE IS BIC'S ADVERTISING BUDGET?

Jed ... I DON'T KNOW THE EXACT FIGURE, BUT I DO KNOW IT WOULD BE IN THE MILLIONS.

Professor... TO BE EXACT, 7 MILLION DOLLARS ANNUALLY! WITH AN ADDED 3 MILLION RECENTLY GOING INTO A CONCENTRATED DEVICE FOR ITS FIRST POROUS-TIP PEN CALLED THE BIC BANANA.

Becky ... THE BANANA! WHAT A NAME!

Professor... BECKY, GUESS HOW MANY BIC PENS ARE SOLD DAILY?

Becky ... OH, 200 THOUSAND.

Professor... NO, TWO MILLION.

Becky ... REALLY ... WOW, THAT'S A LOT OF BANANAS!

Professor... THE BIC "BANANA" IS POSITIONED BETWEEN ITS 19¢ MODEL AND ITS 39¢ MODEL. THE "BANANA" IS A FINE-LINE 29¢ MARKER. NOW, BECKY, YOU LAUGHED A MINUTE AGO ABOUT THE NAME "BANANA". BUT THERE'S A GOOD REASON FOR THAT NAME.

Becky ... OH? WHAT IS IT?

Professor... BIC SAYS IT CHOSE THE NAME SO IT CAN ATTRACT ATTENTION AND BUILD A MERCHANDISING PROGRAM. BIC'S MAJOR SALES DRIVES OCCUR NORMALLY FROM EARLY AUGUST UNTIL MID-OCTOBER.

Rick ... NOW THAT'S SMART. THAT'S THE SAME TIME KIDS ARE GOING BACK TO SCHOOL ...

Jed ... AND AN ADJUSTMENT TO ROUTINE OFFICE WORK DURING THE FALL AND WINTER MONTHS.

Professor... WELL, GOTTA RUN TO ANOTHER MEETING.

Skit No. 4

TYPE ... Expository
TIME ... ___mins. ___secs.

Jed ... BECKY, WHAT TYPE IMAGE COMES TO YOUR MIND WHEN YOU HEAR THE WORD MARLBORO? YOU KNOW, WHAT DO YOU THINK OF WHEN YOU HEAR THIS WORD?

Becky ... OH, THAT'S AN EASY ONE. I THINK OF A RUGGED, MASCULINE MAN SEATED IN FRONT OF A CAMPFIRE. OR A GOOD LOOKING MAN ON A BEAUTIFUL HORSE SOMEPLACE OUT WEST WHERE THERE'S LOTS OF PINE TREES. THE CIGARETTE DOESN'T TASTE A BIT BETTER TO ME THAN ANY OTHER CIGARETTE.

Jed ... NO, BUT THE IMPACT AND THE RESULTING IMAGE FROM MARLBORO'S ADVERTISING LASTS LONGER, DOESN'T IT?

Becky ... YES.

Jed ... THAT'S A VERY GOOD DESCRIPTION, BECKY.

RICK, HERE'S A BRAIN TEASER FOR YOU.

Rick ... OKAY, JED, SHOOT. I'M READY.

Jed ... WHAT DO YOU THINK OF WHEN YOU HEAR THE WORD--CHRYSLER?

Rick ... CHRYSLER, CHRYSLER .. LET'S SEE. CHRYSLER SEEMS TO COME ON PRETTY STRONG AS THE ONLY AUTOMOBILE MANUFACTURER PROBING THE MYSTERIES OF ELECTRONICS--READY TO DELIVER ALL SORTS OF BENE-FITS--FROM THE DARK SIDE OF THE MOON, FROM MAGNETISM, FROM SOLAR POWER. CHRYSLER MAY NOT BE TOO FAR WRONG SINCE I UNDERSTAND THE FULLY AUTOMATED CAR IS ON THE DRAWING BOARDS IN DETROIT.

Jed ... THAT'S A GOOD DESCRIPTION, RICK. CAN YOU GIVE ME ANOTHER EXAMPLE?

Rick ... WELL, IT SEEMS TO ME THAT BRITISH AIRWAYS AND MR. MORLEY ARE TRYING TO IDENTIFY WITH A KINDLY, SOPHISTICATED IMAGE AMIDST AMERICAN DEBRIS CAUSED BY TECHNOLOGY, INFLATION, COMPUTER LIVING, AND SOCIAL CONFLICT. WHAT YOUR'RE SAYING, JED, IS THAT EVERY COMPANY WANTS TO ESTABLISH, TO SOME EXTENT, A FAVOR-ABLE IMAGE SO THAT WHEN A CUSTOMER THINKS OF THAT PRODUCT HE ALSO THINKS OF THE IMAGE AS WELL. IS THAT IT?

Jed ... THAT'S A VERY GOOD SUMMARY, RICK, OF WHAT WE'VE BEEN TALKING ABOUT.

Sinclair... NOTICE THAT ALMOST ALL OF THESE EXAMPLES DO NOT EMPHASIZE PRODUCT CHARACTERISTICS. "POSITIONING IS USED IN A BROADER SENSE TO MEAN WHAT THE ADVERTISING DOES FOR THE PRODUCT IN THE PROSPECT'S MIND." THESE PRODUCTS ARE STAMPING AND HEAVING AS THEY MANEUVER INTO THE CONSUMING PUBLIC'S AFFECTIONS. THEY STRIVE TO PENETRATE THESE AFFECTIONS DEEPER. THEY WANT TO JOSTLE ANOTHER PRODUCT ASIDE FOR THE POLE POST. THEY TRY TO

DESIGN, MANUFACTURE, AND OFFER A PRODUCT THAT FITS A UNIQUE POSITION IN THE COMPETITIVE SPECTRUM.

HOWEVER, DO RECOGNIZE THAT NO PRODUCT CAN SURVIVE IF IT DOESN'T JUSTIFY ITS EXISTENCE THROUGH QUALITY PERFORMANCE, FAIR PRICE, AND ULTIMATE SATISFACTION. THE WHOLE IDEA IS TO POSITION THE PRODUCT SO IT GETS THE CHANCE TO PROVE ITS CASE, AND THEN THROUGH SATISFACTION, MAINTAIN THAT FAVORABLE POSITION.

14. THE SAME CLAIM POSITION ... THIS IS WHERE TWO COMPETING FIRMS MAY BE SO THOROUGHLY CIRCUMSCRIBED BY FEDERAL RESTRICTIONS, INDUSTRY REGULATIONS, AND CODES OF ALL SORTS THAT THEY CAN'T VERY WELL ESTABLISH EXCLUSIVITY. SO, TWO CIGARET MANUFACTURERS SAY VIRTUALLY THE SAME THING: 10 MG. OF TAR. CLAIMS UNDER THESE CIRCUMSTANCES USUALLY EMERGE AS: BETTER, LOWER, OR LESS. NO SPECIFIC QUANTITIES EVER DARE APPEAR THAT EXCEED ESTABLISHED LIMITS.

15. THE DISCOUNT POSITION.

Skit No. 5

TYPE ... Stimulative
TIME ... ___ mins. ___ secs.

Rick ... JED, I WAS THINKING ABOUT WHAT MY PROFESSOR SAID YESTERDAY.

Jed ... WHAT DID HE SAY?

Rick ... WELL, HE WAS TALKING ABOUT DISCOUNTING GOODS IN THE STORE. DO YOU THINK WE COULD DO THAT?

Jed ... RICK, THAT WOULD MEAN WE WOULD BE IN COMPETITION WITH THAT RINK'S "BARGAIN BARN" OVER IN ELMDALE. THEY'VE GOT A LOT GOING FOR THEMSELVES.

Becky ... LIKE BIG NATIONAL BRAND PRODUCTS?

Jed ... YES. BUT THE DIFFERENCE BETWEEN US AND RINK'S IS PRETTY MUCH PRICE. DISCOUNTING IS PROBABLY THE MOST RECENT SUCCESSFUL EXAMPLE OF LOW MARGIN RETAILING. THIS STARTED YEARS AGO WITH SMALL STORES SPECIALIZING IN EITHER HARD GOODS SUCH AS APPLIANCES, OR SOFT GOODS, WHICH IS CLOTHING. TODAY THEY OFFER BOTH HARD AND SOFT GOODS LINES.

Rick ... THE SIZE OF THE STORE HAS SOMETHING TO DO WITH IT, TOO, RIGHT?

Jed ... OH, SURE. THAT STORE IN ELMDALE OFFERS OVER 10,000 SQUARE FEET OF SELLING SPACE. THAT'S A LARGE STORE! NO CREDIT! NO DELIVERIES! THEY BUY IN LARGE QUANTITIES. THEY'VE GOT LOW OVERHEAD.

Becky ... DOES TUDBURY'S DEPARTMENT STORE IN ELMDALE HAVE A PROBLEM WITH DISCOUNTING, TOO?

Jed ... SURE DOES. FOR TUDBURY'S TO ARGUE WITH SOME OF RINK'S PRICES IS LIKE ME TRYING TO ARGUE WITH THE PROFESSOR.

16. THE BEAT-THE-COMPETITION AT-ANY-PRICE POSITION. THIS CAN ALSO BE TITLED THE "GIVE-AWAY-MORE" POSITION. FOREMOST IN THIS CATEGORY IS A&P WITH ITS CURRENT "WEO" PROGRAM--"WHERE ECONOMY ORIGINATES." TO DATE, HOWEVER, IT'S NOT BEEN PROFITABLE. A&P ANNOUNCED A RECORD SALES OF $1.6 BILLION DURING THIS YEAR'S SECOND QUARTER, A 15.6% INCREASE. BUT IT ALSO REPORTED A RECORD LOSS OF $21.1 MILLION DURING THE SAME PERIOD. A&P'S SLASH IN VIRTUALLY ALL STORES ACROSS THE BOARD, TO BOOST SALES, HAS TRIGGERED PRICE WARS IN VARIOUS REGIONS THROUGHOUT THE NATION.

17. THE GIVE-SOMETHING AWAY POSITION. THIS IS DIFFERENT FROM THE PREVIOUS CATEGORY IN THAT THE FORMER CUTS ITS PRICES TO THE BONE, AND PERHAPS SUFFERS FINANCIAL LOSS, WHILE THIS POSITION ATTEMPTS TO MAKE ITS PRODUCT OR SERVICE MORE ATTRACTIVE BY OFFERING AN ADDITIONAL ATTRACTIVE PRODUCT. A DOUBLING UP OF ATTRACTING POWER, SO TO SPEAK ...

18. THE SELL-BY-COUPON POSITION . IN THIS CATEGORY, NATURALLY, THERE IS A REFUND, USUALLY IN THE FORM OF A DISCOUNT TO THE CUSTOMER AND A REBATE TO THE DEALER.

19. THE UNIQUE BRAND POSITION.

Skit No. 6

TYPE ... Stimulative
TIME ... ___mins. ___ secs.

Rick ... JED, I NOTICED THE NAMES ON TWO GAS STATIONS OVER IN ELMDALE ARE BEING CHANGED. HOW'S COME?

Jed ... I WAS READING ABOUT THAT NOT TOO LONG AGO. IT SEEMS THAT STANDARD OIL OF NEW JERSEY IS SLOWLY CHANGING THE NAMES OF ITS 25,000 SERVICE STATIONS AROUND THE COUNTRY. CHANGING 'EM FROM ESSO, ENCO, ENJAY, AND HUMBLE--TO EXXON. THAT'S THE NAME THE COMPUTER CHOSE.

Rick ... SOUNDS LIKE SOMETHING A COMPUTER WOULD PRODUCE! EXXON. THAT'S A STRANGE NAME TO USE.

Jed ... HERE'S A COMPANY THAT'S BEEN ESTABLISHED FOR YEARS. YET, STANDARD OIL CLAIMS IT'S BEEN AT A "SERIOUS COMPETITIVE DISADVANTAGE" USING MULTIPLE TRADEMARKS. SO, IT'S GOING TO ONE, TRULY UNIQUE NAME ONLY.

Becky ... I NOTICE IT'S SPELLED WITH TWO "X'S". THE ONLY NAME I'VE EVER HEARD WITH TWO "X'S" IS THAT COMEDIAN'S NAME: REDD FOXX.

Jed ... THERE WAS AN OLD-TIME BASEBALL PLAYER TOO WITH TWO "X'S" IN HIS NAME: JIMMY FOXX.

Rick... BUT THERE'S ONE MORE ... FANNY FOXX.

Skit No. 7
TYPE ... Stimulative
TIME ... ___ mins. ___ secs.

Jed ... Y'KNOW, OHIO IS KNOWN AS JOHNNY APPLESEED COUNTRY. THE SINGLE WORD OHIO IDENTIFIES APPLES BY GEOGRAPHY, AND ROMANTIC LAST-CENTURY OVERTONES COME INTO PLAY. ANOTHER EXAMPLE LIES IN THE SOAP IDENTIFIED AS .. IRISH SPRING.

Becky ... OH, IRISH SPRING? BUT I'M NOT SURE WHETHER THIS IS A SEASON, OR A WHISKEY MADE FROM IRISH SPRING WATER. BUT NOTICE, OVERTONES IN THE ETHNIC NAME OF IRISH SPRING ARE FAR DIFFERENT FROM IVORY AND DOVE AND LUX AND CAMAY AND DIAL AND SWEETHEART AND ZEST.

Jed ... HERE'S ANOTHER EXAMPLE ... BEEFSTEAK.

Rick ... IN THIS CASE BREAD IS A CENTURIES OLD PRODUCT, BUT THE ADVERTISER POSITIONS HIS RYE BREAD DIFFERENTLY THROUGH USE OF THE WORD BEEFSTEAK. THE OVERTONES OF HIGH PROTEIN CONTENT, SUCCULENT TASTE, AND "SIZZLE" GIVE HIS SAME OLD FORMULA NEW ZEST AND ZIP AND ZING.

21. POSITION OF A FOREIGN PRODUCT IN A DOMESTIC MARKET ... THERE ARE COUNTLESS EXAMPLES OF FOREIGN PRODUCTS AND SERVICES SUCCESSFULLY POSITIONING THEMSELVES IN THE U. S. DOMESTIC MARKET:

THE NEW MAZDA, THE FIRST WANKEL-POWERED AUTOMOBILE
AIR FRANCE
DEUTSCHES GRAMOPHONE RECORDS
SWEDISH AUTOMOBILES
SCOTCH 100 PIPERS WHISKEY
SINGAPORE AIRLINES

PROBABLY THE MOST BRILLIANT CAMPAIGN TO CHANGE AMERICAN HABITS DURING THE LAST 10 YEARS IS THAT SUPERVISED BY THE JAPANESE. JAPAN HAD LATELY BEEN AN ENEMY, IT HAD FEW RAW MATERIALS, IT WAS COMMERCIALLY FLAT, AND IT WAS OBLIGED
Sinclair ... TO REBUILD AND RE-ORIENT ITS INDUSTRY. THE TACTICS THAT BROUGHT THIS ABOUT WE'RE ALL FAMILIAR WITH:

*THE SWARMING OF THOUSANDS OF JAPANESE BUSINESSMEN INTO A SELECTED AREA, WHERE THE UNITED STATES MIGHT SEND A MODEST DELEGATION OF TEN ..

*PRODUCTS PRODUCED BY LABOR WILLING TO WORK FOR LESS AND AT A HIGH RATE OF PRODUCTIVITY ..

*SPECIAL HELP FROM A SYMPATHETIC TOKYO GOVERNMENT SPENDING MILLIONS IN SURVEYS, RESEARCH, AND PROMOTION ..

*CARTELS THAT WIN BIG FOREIGN ORDERS

*LOW INTEREST LOANS TO EXPORTERS FROM A GOVERNMENT DOMINATED BANKING SYSTEM

*LOWEST CORPORATE TAXES IN THE WORLD ..

*A CLOSED DOMESTIC ECONOMY TO MANY FOREIGN GOODS AND MOST FOREIGN CAPITAL INVESTMENT ..

THIS POSITIONING BY THE JAPANESE HAS COME FROM A POINT WHERE MOST JAPANESE PRODUCTS WERE MENTALLY POSITIONED AS: (1) MADE BY CHEAP "SLAVE" LABOR, (2) THEREFORE, THE PRODUCT IS CHEAP. AND (3) ABOVE ALL, IT IS MADE BY AN ENEMY. GRADUALLY ALL THIS HAS BEEN CHANGED THROUGH PATIENT PROMOTION AND RE-ORIENTING OF ATTITUDES TO THE POINT WHERE THERE MAY BE CONSIDERABLE BENEFIT, AS WELL AS PERIL, IN JAPAN'S MARKETING TACTICS.

22. THE MOST VISIBLE EVIDENCE OF POSITIONING--IN THE FAST FOOD FIELD .. I DO BELIEVE POSITIONING IS BEST SEEN IN OHIO IN THE FAST-FOOD AREA, OUTLETS FOR WHICH ARE IN ALMOST EVERY NEIGHBORHOOD. SINCE 20 TO 25 PERCENT OF THE UNITED STATES POPULATION MOVES EACH YEAR, THESE OUTLETS, USUALLY FRANCHISED, ARE GATHERING INCREASED VOLUME. WHEN A FAMILY MOVES TO A NEW CITY, THEY JUST LOOK UP THE NEAREST MC DONALD'S OR BURGER KING AND EAT. THEY'RE ALREADY SOLD. AS A RESULT, THE NEED FOR AN OUTLET TO OWN A NATIONALLY-KNOWN, OR EVEN INTERNATIONALLY KNOWN NAME, BECOMES OBVIOUS.

THE FIELD DIVIDES ITSELF INTO HALVES: STEAKS AND HAMBURGERS.[1]

AT PRESENT THERE ARE ESTIMATED TO BE ABOUT 1,100 CHAIN STEAK HOUSES IN THE NATION. THEY DIVIDE THEMSELVES IN TURN INTO FOUR CATEGORIES.

*THE FINE STEAK RESTAURANT .. OF DOLLARS SPENT FOR DINING OUT, 6% GO TO FINE STEAK RESTAURANTS, WHOSE SHARE IS PRESENTLY DECLINING. FINE RESTAURANTS AVERAGE FOOD CHECK: $5-8; PERCENT OF INDUSTRY: 6%

*SECOND, SPECIALTY STEAK HOUSES .. AVERAGE FOOD CHECK: $4-6; PERCENT OF INDUSTRY 5%

*THIRD, FAMILY STEAK HOUSES .. AVERAGE FOOD CHECK: $2-5; PERCENT OF INDUSTRY, 41%

*FOURTH, ECONOMY SELF-SERVICE STEAK HOUSES ... AVERAGE FOOD CHECK; $1-2; PERCENT OF INDUSTRY, 48%

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[1]All facts, figures, and statistics in this fast-food section were taken from John C. Maxwell, Jr.'s article in Advertising Age Aug. 4, 1972, p. 4.

I THINK IT'S INTERESTING TO NOTE THAT ACCORDING TO INDUSTRY SOURCES, PROBABLY NOT MORE THAN 2,000 ECONOMY, SELF-SERVICE UNITS ARE SUPPORTABLE IN THE U.S. AT THE PRESENT RATE OF CONSTRUCTION MORE THAN 2,500 WILL BE BUILT--SO A SHAKE-OUT OR A RE-POSITIONING IS COMING. ARBY'S IS ONE OF THE CHAINS AT PRESENT HAVING DIFFICULTY IN THE TOLEDO AREA.

NOW FOR THE HAMBURGER HALF:

THIS DIVISION SHOWS A CLASSIFICATION "FINE RESTAURANT." THIS IS NOT THE SAME AS "FINE STEAK RESTAURANT" PREVIOUSLY SHOWN. IT MAY OR MAY NOT SERVE HAMBURGERS.

AVERAGE FOOD CHECK: $7.50; PERCENT OF INDUSTRY, 11%

*SECOND, CARRY-OUTS ... NINETEEN PERCENT (19%) OF THIS TOTAL GOES TO THE CARRY-OUT PORTION SUCH AS KENTUCKY FRIED CHICKEN, CHURCH'S FRIED CHICKEN, MINNIE PEARL, AND CHICKEN DELIGHT. KENTUCKY FRIED IS BELIEVED TO ENJOY ABOUT 65% OF THE CHICKEN FRANCHISE BUSINESS, WITH CHURCH'S GARNERING ABOUT 5%. AVERAGE FOOD CHECK: $1.75-$2.00; PERCENT OF INDUSTRY, 19%.

*THIRD, FAMILY RESTAURANTS .. MCDONALD'S IS APPROACHING A POINT WHERE IT OWNS AND OPERATES ABOUT 50% OF THE TOTAL UNITS IN THIS AREA. PONDEROSA AND BONANZA ARE ALSO IN THIS AREA. AVERAGE FOOD CHECK: $2.00; PERCENT OF INDUSTRY, 47%

*FOURTH, DRIVE-INS ... TWENTY-THREE PERCENT (23%) OF THIS TOTAL GOES TO DRIVE-INS, SUCH AS MCDONALD'S, BURGER KING OF PILLSBURY, BURGER CHEF OF GENERAL FOODS, AND BORDEN BURGER. AVERAGE FOOD CHECK: $1.00; PERCENT OF INDUSTRY, 24%

LET ME DIRECT YOUR ATTENTION TO THE FAST-FOOD HAMBURGER FIELD FOR A MOMENT, IN WHICH MCDONALD'S IS SUPREME:

CHAIN	DOLLAR SALES(1971)	NUMBER UNITS
MCDONALD'S	$784,000,000	1,900
BURGER KING (PILLSBURY)	285,000,000	825
BURGER CHEF (GENERAL FOODS)	175,000,000	800
JACK-IN-THE-BOX (RALSTON-PURINA)	102,000,000	725

23. POSITION IN THE ENTERTAINMENT FIELD. ONE OF THE NEW SOCIAL FUNCTIONS SPONSORED BY MOST INNOVATING SHOPPING CENTERS IS THE SPONSORSHIP OF AN ICE FOLLIES SHOW. SOUTHWYCK, NEW TOLEDO CENTER, HASN'T TAKEN THE FOLLIES FROM THE CITY'S SPORTS ARENA, A MUCH LARGER AUDITORIUM, BUT IT IS SPONSORING AN "EXCITING, FREE, ICE SHOW ON A REAL ICE STAGE UNDER THE DOME IN SOUTHWYCK!" THIS REPRESENTS A RE-POSITIONING OF THE SHOPPING CENTER FUNCTION AS WELL AS A REPOSITIONING OF THE ICE FOLLIES, TRADITIONALLY HELD IN LARGE URBAN AUDITORIUMS.

AND, OF COURSE, WOMEN'S LIB IS A DECIDED ATTEMPT BY WOMEN TO REPOSITION WOMEN ...

24. "THE NEWEST POSITION"

25. THE LACK-OF-TASTE POSITION

26. THE UNREALISTIC POSITION

... AND SO, THE BATTLE FOR MEN'S AND WOMEN'S AFFECTIONS IS ON AMONG VARIOUS BRANDS, ALL COMPETITORS. THEY'RE FIGHTING FOR FINANCIAL HEALTH AND ECONOMIC SURVIVAL. THEN THERE'S COMPETITION BETWEEN PRODUCTS. FOR EXAMPLE, THE NATION WOULD PROBABLY BE HEALTHIER IF THE BUYING PUBLIC WOULD POSITION BICYCLES MORE FAVORABLY THAN IT DOES AUTOMOBILES. OR, AT LEAST, SPEND MORE TIME ON BICYCLES. SIMILARLY, THE NATION WOULD BE LESS NERVOUS IF IT DRANK FEWER CUPS OF COFFEE, AND WENT TO DECAFFEINATED COFFEE.

POSITIONING IS THE LATEST IN A PROGRESSING MARKETING EVOLUTION.

APPENDIX B

THE STUDIO SET FOR THE SKITS

master safety
SAFE

APPENDIX C

TELEVISION NOTES

COMMUNITY & TECHNICAL COLLEGE
The University of Toledo

GUIDE TO IMPORTANCE OF THIS SHEET

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OUTLINE FOR "ENVIRONMENTAL MARKETING," Part I***

Television Notes

For Marketing 706-137

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PURPOSE OF THIS PRESENTATION .. is to acquaint you with the nature of supermarket strategy and tactics as revealed by devices and techniques brought to bear on customers. There is a well-designed atmosphere, or environment of which you should be aware, both as store managers (marketers) and consumers. Once in the business world, you can do a better job of buying as consumers and a better job of merchandising as store managers by understanding environmental marketing.

SUMMARY OF THIS TV LECTURE IS: the summary is: be aware! Environment works against consumers and for the supermarket. It also works favorably for consumers once they're alerted to the nature of environmental marketing.

THE NATURE OF THIS LECTURE .. Once this television lecture has started, you will view periodically actors who illustrate major points. These actors dramatize these major points in a small-town grocery store. The 3 main actors portray, first, JED, the middle-aged grocery store manager, RICK, a young college student serving as Jed's assistant, and BECKY, Jed's cashier and chief clerk.

DO NOT DISCUSS POSSIBLE ANSWERS WITH OTHER STUDENTS.

OBJECTIVES OF THIS TELEVISION LECTURE

WHEN YOU HAVE VIEWED THE CONTENTS OF THIS LECTURE, YOU SHOULD BE ABLE TO:

1. Identify that in the face of fierce marketplace competition, marketers integrate components of their marketing efforts for maximum impact, the end result of such systematized integration being sales.

2. Identify environmental marketing as a part of the marketing "mix" that deals with modifications of the environment, or physical surroundings, at the point where the purchase is made.

3. List facts that show the life-and-death of products in their fierce competitive struggle on store shelves.

4. Recite how environmental marketing contributes to the basic problem: which product will be purchased? Offer product illustrations to prove you know what you're talking about.

5. Recite both demand and price elasticity.

6. Recite the 3 categories of product movement influenced by environment.

7. Write each of the factors involved in managing environment.

NOTES FOR YOU TO TAKE DURING THE TELEVISION LECTURE ...

1. From initial planning on, companies integrate all the elements of their marketing mix--research, packaging, advertising, sales, promotion, etc., recognizing that a decision concerning one affects all the others. The end result of the integrated, complete system is to create sales. Therefore, what is an increasingly important consideration for marketers? It's a place where

. . . . . .

2. What is the definition of point-of-purchase advertising?

. . . . . .

3. The point where the customer can turn a thought into a purchase is called the POINT-OF-PURCHASE, or the POINT-OF-SALE. Creating the environment which creates sales is called what? . . . . . .

ENVIRONMENTAL MARKETING is that part of the marketing "mix" (a mixture that combines research, packaging, advertising, sales, promotion, etc.) that deals with modification of the environment.

4. How many products sit on the average American supermarkets shelves?
_____ to _____

How many products sit on super-supermarket shelves, all competing for attention?

_____ to _____

5. How many items are added to supermarket shelves each year--over and above the number of items discontinued?

Some _____ to _____

6. How many new items are introduced each year? About _____

7. Further, what percentage (%) of new items introduced each year to not prove successful?

About_____%

THE PROBLEM resolves itself to which products will be bought? Buyers in the United States are overwhelmed with choices. One-half of what is on the grocery store shelf today was not there, at least in that form, in 1960!

AS DEFINED BY ECONOMISTS, demand elasticity applies to the degree a product or service sells as its sales may be influenced by _____. Conversely, price elasticity is defined as that degree of price change, up or down, that affects the sale of a produce or service. Examples: changes in the price of perfume and grand pianos don't affect the movement of perfume and pianos very much. Hence, prices of these products aren't manipulated much. However, changes in the price of tomatoes, peaches, meat, canned goods, etc. do affect the movement of these products off shelves and out of the store.

8. In this case, environmental elasticity is defined as the degree of changes in unit sales as

. . . . . .

9. What are 3 categories of product movement influenced by environment?

	CATEGORY	EXAMPLES
I	. . . . .	. . . . .
II	. . . . .	. . . . .
III	. . . . .	. . . . .

10. What are the 5 factors that influence sales?

	FACTORS	EXAMPLES
One:	. . . . .	. . . . .
Two:	. . . . .	. . . . .
Three:	. . . . .	. . . . .
Four:	. . . . .	. . . . .
Five:	. . . . .	. . . . .

There is a positive relationship between environmental factors and unit sales. In sum, environment pushes sales, although the degree of influence is largely undetermined.

11. Approximately how much can environmental factors change unit sales?

About . . . . . %

12. If a product doesn't sell . . . . . .

ADDED THOUGHTS ... there are several generalities most retailers accept. These generalities guide them in manipulating environmental factors, thus:

THE FIRST GENERALITY IS ... the rate of sales is generally higher for smaller packages, cans, bottles, cartons, jugs, etc. Therefore, environmental factors tend to be more positive when applied to smaller packages.

THE SECOND GENERALITY IS ... lower priced products are more responsive to environmental factors than higher priced products. This factor is consistent with the consumer risk-taking theory. This theory states that consumers are more likely to respond to environmental factors surrounding low-priced items because of the relatively low risk involved. Therefore, environmental factors are more positive when applied to lower priced products.

THE THIRD GENERALITY IS ... private brand products respond to environmental factors more quickly than do national brands. This is due to greater acceptance of national brands, they're better known, people accept them more readily, high price or low price, it doesn't matter. They require less push, less convincing. Consumers tend to embrace national brands, their names have been known longer, they've been

successful with them, mothers and fathers have accepted them previously. There is a built-in affection for national brands. Consumers, therefore, tend to disregard environmental factors surrounding them. Conversely, environmental factors tend to excite curiosity and appreciation when surrounding national brands, to a greater extent than when surrounding national brands. Private brands, then, tend to be more elastic than national brands when environmental factors are applied.

THE FOURTH GENERALITY IS ... that share of the market a product enjoys does affect purchases. It's easier for Del Monte, a large, well-known national brand of fruits and vegetables, to increase sales, and its share of the market through environmental factors than it is for a private brand to do this. General Motors can increase its share of the market (55!) more readily than can American Motors with its minimal (4-6%) of the market. Acceptance is greater, consumers are more willing to respond. There's less risk, less skepticism.

THE FIFTH GENERALITY IS ... the rate of sale is influenced by environmental factors. Razor blade sales respond to such factors more positively than do grand pianos. Millions of men are obliged to use a blade each morning. But grand pianos are purchased only by hundreds of families once in a lifetime perhaps--annually.

PUT YOUR OWN NOTES
IN THIS AREA

COMMUNITY & TECHNICAL COLLEGE
The University of Toledo

GUIDE TO IMPORTANCE OF THIS SHEET

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OUTLINE FOR "ENVIRONMENTAL MARKETING," Part II***

Television Notes
For Marketing 706-137

NOTE CAREFULLY: (1) You will be held responsible for material presented in this television lecture and for writing down lecture material into the space provided. This lecture will be followed by a test ...

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PURPOSE OF THIS PRESENTATION ... is to acquaint you with the nature of supermarket strategy and tactics as revealed by devices and techniques brought to bear on customers. There is a well-designed atmosphere, or environment, which you should be aware of, both as store manager and customer. Once in the business world, you can do a better job of buying as consumers and a better job of merchandising as store managers by understanding environmental marketing.

SUMMARY OF THIS TV LECTURE IS ... the summary is: be aware! environment works against consumers and for the store. It also works favorably for consumers once they're alerted to the nature of environmental marketing.

THE NATURE OF THIS LECTURE ... once this television lecture has started, you will periodically view actors who illustrate major points. These actors dramatize these major points in a small-town grocery store. The 3 main actors portray, first, JED, a middle-aged grocery store manager, second, RICK, a young college student serving as Jed's assistant, and third, BECKY, Jed's cashier and chief clerk.

DO NOT DISCUSS POSSIBLE ANSWERS WITH CLASSMATES ...

OBJECTIVES OF THIS TELEVISION LECTURE ...

WHEN YOU HAVE VIEWED THE CONTENTS OF THIS LECTURE YOU SHOULD BE ABLE TO:

1. Identify a store's inducements to buy, and as a marketer use that store's environment to your own advantage.

2. Define the term point-of-purchase advertising, and recognize that point-of-purchase advertising is one of numerous weapons in the retailer's locker with which to generate sales.

3. Construct your own, your family's, and the average shopper's purchases. Determine whether they're normally planned or unplanned. Evidence shows that a high percentage are unplanned. Strategically, this gives the retailer a chance to influence your decisions in-store.

4. The retailer sets up an in-store environment where products and services offered "talk to" and "talk with" the customer. Realize that much of this "talking to" the customer is identified as environmental marketing, and is in sharp contrast to marketing efforts in other countries. In contrast to the use of environment in Russia, the United States marketing efforts are much more productive. The Russian system precludes such a capitalistic offense as trying to influence a customer's choice.

5. Identify the 4 functions of point-of-purchase advertising.

6. Identify and be able to illustrate each of the 9 standard practices stores engage in to make their environment more pleasing to customers, and more profitable to themselves.

NOTES FOR YOU TO TAKE DURING THE TELEVISION LECTURE ..

1. The growth of marketing in the United States is well illustrated by this figure:

   Point-of-purchase advertising during the decade 1962-72 grew from _____ to _____.

   EXAMPLES: jot down 3 examples of corporation point-of-purchase budgets: (A)_____ (B) _____ (C) _____

2. Results show that stores using the whole point-of-purchase program increases sales dramatically compared to stores that use only parts of a promotion program, or no point-of-purchase advertising at all.

   EXAMPLE:

   SALES GAIN: 6 times

TOTAL USE	OVER-THE-WIRE ONLY
_____%	_____%

3. A high percentage of customer purchases are unplanned. Where is the decision made to buy?_____. Buying decisions are made in response to what?_____.

4. WHERE DECISIONS ARE MADE:

   a. Percent of purchases specifically planned _____%
   b. Percent of purchases generally planned _____%
   c. Percent of purchases accepting a substitute _____%
   d. Percent of purchases made by in-store decision _____%

5. What does the study by Ralph Head & Associates show? It shows that _____% of unplanned purchases was the result of in-store influences.

6. What percentage (60%) of customers interviewed immediately after shopping say that point-of-purchase advertising assists them in _____?

7. What are the 4 functions of point-of-purchase advertising? Identify each below:

   A_____ C_____
   B_____ D_____

   a. A point-of-purchase display can fulfill 1, 2, 3, or all 4 functions, depending on the objective of the program.

8. The first function of point-of-purchase advertising is:

   _____
   (NOW, write your own description of this function in the space below)

9. The second function of point-of-purchase advertising is:

   _____
   (NOW, write your own description of this function in the space below)

10. The third function of point-of-purchase advertising is:

    _____
    (NOW, write your own description of this function in the space below)

11. The fourth function of point-of-purchase advertising is:

    _____
    (NOW, write your own description of this function in the space below)

12. Store managers engage in point-of-purchase advertising to make their store's environment more pleasing for customers and more profitable for themselves. What are major in-store environmental strategies? Identify each below:

FIRST: the

SECOND: the

THIRD: the

FOURTH: the

FIFTH: the

SIXTH: the

SEVENTH: the

EIGHTH: the

NINTH: the

NOW, for the remainder of the lecture, sit back and enjoy it ...

* *

PUT YOUR OWN NOTES
IN THIS AREA

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OUTLINE FOR "POSITIONING," Part I
Marketing 706-137

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PURPOSE OF THIS PRESENTATION ... is to present a late marketing phenomenon, that of positioning. Positioning refers to the preference for a product by a consumer. A product's position may be one of complete preference with no rivals for purchase. A product may find itself rejected completely by the consumer as "worthless," or "good, but difficult to open and operate," or, "I'd buy it if I could buy it at a lower price." In sum, positioning refers to the actual position a product occupies in the affections of the consuming public or the individual consumer, say, you. You, as a student, position a Cadillac differently than you do a Toyota. One you look upon with great favor because of its elegance. The other you may look upon as a cheap imitation, suitable for young couples only, for old maid school teachers, and for housewives to tote their children in from music lessons to dentist. Positioning has resulted from there not being anything else a product can offer to claim superiority or uniqueness.

SUMMARY OF THIS TV LECTURE IS .. This lecture acquaints you with the fact that marketing has passed beyond the product-claim stage, and into the stage where a product through advertising cultivates preferences. Chevrolet doesn't talk about its motor car, it talks about "baseball, hot dogs, and apple pie!" MacDonald's fast-food restaurants talk about clowns, "you deserve a break," and fast service--anything but the quality of their buns, meat, and condiments.

THE NATURE OF THIS TV LECTURE IS

once this television lecture has started, you will periodically view actors who illustrate major points. These actors dramatize these major points in a small-town grocery store. The 3 main actors portray, first, JED, a middle-aged grocery store manager, second, RICK, a young college student serving as Jed's assistant, and third, BECKY, Jed's cashier and chief clerk.

DO NOT DISCUSS POSSIBLE ANSWERS WITH CLASSMATES

OBJECTIVES OF THIS TELEVISION LECTURE

WHEN YOU HAVE VIEWED THE CONTENTS OF THIS LECTURE, YOU SHOULD BE ABLE TO:

1. Discuss the rise of positioning during the post-World War II period, 1948 till today; show years and the major phenomenon that occurred in each
2. Identify and illustrate the 2 major schools of creativity in the U.S.
3. Illustrate the 2 positions represented by the terms "against" and "ugly."
4. Write Al Ries' statement "Positioning results from ..."
5. Write Al Ries' definition of positioning.
6. Illustrate how positioning and advertising relate to each other
7. Discuss the decline of Toledo's B. R. Baker Company
8. Write how Prestolite spark plugs might begin to compete for sales

NOTES FOR YOU TO TAKE DURING THE TELEVISION LECTURE

1. And so, today, marketers are concerned with a new and controversial concept within their realm. What is it?_____
2. Historically, marketing has seen quite a few alleged solutions to the sales problem:
   FIRST, 1950-1955
   SECOND, 1955-1960
   ALSO, in the late fifties (1958-60) Chevrolet discovered_____
   THIRD, 1960-65
   FOURTH, 1965-70
   FIFTH, 1971 until today ...

3. The 2 schools of creativity in the United States are: FIRST, the "U.S.P." (WRITE A BRIEF DESCRIPTION OF THE "U.S.P. BELOW)

SECOND, the Bill Bernbach school. (WRITE A BRIEF DESCRIPTION OF THE BERNBACHIAN SCHOOL OF CREATIVITY BELOW)

4. The Finns seem to be racing to duplicate the British success with gin during the 60's. But they have a problem, which is

5. What is the chief significance of ULTRA-BRITE advertising?

6. No. 1 Position. THE "AGAINST" POSITION (WRITE A DESCRIPTION OF THIS POSITION BELOW)

7. No. 2 Position. "THE "UGLY" POSITION. (WRITE A DESCRIPTION OF THIS POSITION BELOW)

8. What are 4 reasons for the rise of positioning?

   THE FIRST REASON for the rise of positioning ..

   THE SECOND REASON for the rise of positioning

   THE THIRD REASON for the rise of positioning

   THE FOURTH REASON for the rise of positioning

AL RIES says that positioning results from what?

9. POSITIONING results from the costly battle to gain preference in consumers' minds.

ALL POSITIONING CAMPAIGNS have a number of things in common (CONTINUE TAKING NOTES IN SPACE BELOW)

1. They don't emphasize product features

2. They don't emphasize customer benefits.

10. What is AL RIES' definition of positioning?

11. POSITIONING & ADVERTISING: "Positioning, if interpreted as a continuing search for exclusivity, goes to the heart of all advertising." What is the heart of all advertising?

12. THE B. R. BAKER COMPANY example (TAKE NOTES IN SPACE BELOW)

13. THE AC-CHAMPION-AUTO-LITE SPARK PLUG example (TAKE NOTES IN SPACE BELOW)

14. What are four reasons for the rise of positioning?

    FIRST

    SECOND

    THIRD

    and a FOURTH

The DEFINITION OF POSITIONING: "Positioning is what _____
_____

POSITIONING goes to the heart of advertising. What is the heart of all advertising?_____

PUT YOUR OWN NOTES IN THIS AREA

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The University of Toledo

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OUTLINE FOR "POSITIONING" PART II***
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DO NOT DISCUSS POSSIBLE ANSWERS WITH OTHER STUDENTS!

OBJECTIVES OF THIS TELEVISION LECTURE

WHEN YOU HAVE VIEWED THE CONTENTS OF THIS LECTURE, YOU SHOULD BE ABLE TO:

1. define, and illustrate the concepts set forth in Part 1 of this television presentation, plus
2. identify at least 5 of the illustrations of positioning given you in this part
3. discuss in detail the fast-food field as you can see it in Toledo, and as presented in Part II of "Positioning"

NOTES FOR YOU TO TAKE DURING THE TELEVISION LECTURE ...

Position 1. What is the AGAINST position ... (Recopy notes from your outline for "POSITIONING" Part I, for this block)

PUT YOUR OWN NOTES IN THIS AREA

2. What is the UGLY position (Recopy notes from your outline for "POSITIONING," Part I, for this block)

BRAND	1971 PRODUCTION
Champion	270 million
AC	223 "
Autolite	116 "
Prestolite	18 "

Notice the line that recognizes positioning:
"PRESTOLITE is a johnny-come-lately that ... "

Notice the unique idea:
" ... offers the miracle spherical tip with the built-in brain"

3. What is the GOT-IT-LICKED POSITION

* *

PUT YOUR OWN NOTES IN THIS AREA

The GOT-IT-LICKED POSITION

General Motors	Higbee's	IBM
Mercedes-Benz	Dutch Boy	Woolmark
Shell Oil	Busch	Montgomery Ward
Lazarus	RCA	Standard Oil
Sears Roebuck	AT&T	Ford

Position 4. The INTER-COMPANY COMPETITIVE POSITION

5. The Old-line Position that BEGINS TO SAG

6. The Old-line Firm in a UNIQUE POSITION

7. The "No-SPECIAL" Position

8. The CONTINUOUS SALE Position

9. The TRUE INNOVATIVE Position

10. The SELF-DECLARED NUMBER ONE Position

11. The NEGATIVE CHALLENGE Position

The "NEGATIVE CHALLENGE" position

Central National Bank (Cleveland)	Uncola
Camel cigarets	"Underwhelm" soft whiskey
Arrid	Hardwood whiskey
Listerine	"the ice cream with nothing to hide"

* *

PUT YOUR OWN NOTES
IN THIS AREA

12. The MULTIPLE LEVEL Position

13. The IMAGE Position

14. The SAME CLAIM Position

15. The DISCOUNT Position

16. The "BEAT-THE-COMPETITION-AT-ANY-PRICE" position

17. The GIVE-SOMETHING-AWAY Position

18. The SELL-BY-COUPON Position

19. The UNIQUE NAME Position

20. Position by virtue of GEOGRAPHY OR ETHNIC IDENTIFICATION

21. Position of a FOREIGN PRODUCT in a DOMESTIC MARKET

Foreign products in the domestic market:

Air France	the first Wankel-powered automobile: Mazda
Japanese products	
Japanese cultural publications	Garrard turntables
Deutsches Gramophone records	Scotch 100 Pipers whiskey
Finnish vodka	Singapore Airlines

* *

PUT YOUR OWN NOTES
IN THIS AREA

*The swarming of thousands of Japanese businessmen into a selected area, where the United States might send a modest delegation of 10

*Products produced by labor willing to work less and at a high rate of productivity

*Special help from a sympathetic Tokyo government spending millions in surveys, research, and promotion

*Cartels that win big foreign orders

*Low interest loans to exporters from a government dominated bankirg system

*A closed domestic economy to many foreign goods and most foreign capital investment

22. Positioning in the FAST FOOD FIELD

I. THE STEAK HALF:	AVERAGE FOOD CHECK	PERCENTAGE OF INDUSTRY
1. Fine restaurants	$ 5-8	6%
2. Specialty steak houses	4-6	5
3. Family steak houses	2-5	41
4. Economy self-service steak houses	1-2	48
II. THE HAMBURGER HALF		
5. Fine restaurants	7.50	11
6. Carry outs	1.75-2.00	19
7. Family restaurants	2.00	49
8. Drive-ins	1.00	23

* *

PUT YOUR OWN NOTES
IN THIS AREA

CHAIN	1971 VOLUME	NUMBER OF OUTLETS
MacDonald's	$784,000,000	1,900
Burger King (Pillsbury)	255,000,000	825
Burger Chef (General Foods)	175,000,000	800
Jack-in-the Box (Ralston Purina)	102,000,000	725

23. Positioning in the ENTERTAINMENT FIELD

24. the NEWEST Position

25. the LACK-OF-TASTE Position

26. The UNREALISTIC Position

APPENDIX D

THE ATTITUDE SURVEY

MARKETING

ATTITUDE SURVEY

INSTRUCTIONS: This survey is designed to sample your reactions to what you have seen. Be as objective and impartial as you can. The information will be held confidential. There is no need to sign your name. Thank you.

PLEASE read each statement carefully and respond to each statement most appropriate for you; i.e., SA=strongly agree, A=agree, D=disagree and SD=strongly disagree.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I think marketing is a boring subject .	SA	A	D	SD
2.	More time should be allowed to study before taking the test on the television lectures.	SA	A	D	SD
3.	The tests weren't fair, considering the material we were supposed to have learned	SA	A	D	SD
4.	The instructor makes sure everyone understands the material	SA	A	D	SD
5.	Television lectures are just as effective as classroom lectures.	SA	A	D	SD
6.	The instructor does not make many points clear to me	SA	A	D	SD
7.	The outlines for the television lectures are helpful	SA	A	D	SD

		Strongly Agree	Agree	Disagree	Strongly Disagree
8.	Marketing should be a requirement for all students	SA	A	D	SD
9.	I generally prefer classroom lectures.	SA	A	D	SD
10.	The material taught in this course is generally useless.	SA	A	D	SD
11.	For me, the outlines were worthless. .	SA	A	D	SD
12.	It's too difficult to fill-in the outline while viewing the skits in the television lectures.	SA	A	D	SD
13.	This course is too difficult for me. .	SA	A	D	SD
14.	The instructor does not present course material clearly on television	SA	A	D	SD
15.	The test questions were appropriate measures of the content of the lectures.	SA	A	D	SD
16.	Classroom lectures by the instructor are not too good	SA	A	D	SD
17.	The material presented in the television skits was easy to learn	SA	A	D	SD
18.	In general, the skits in the television lectures explained course material clearly.	SA	A	D	SD
19.	The skits in the television lectures were not realistic	SA	A	D	SD
20.	In general, I prefer television lectures containing theatrical skits. . .	SA	A	D	SD
21.	For me, the skits in the television lectures made it difficult to learn the material	SA	A	D	SD
22.	The instructor is a good television teacher.	SA	A	D	SD

		Strongly Agree	Agree	Disagree	Strongly Disagree
23.	In the television lectures, the skits detracted from the material being taught	SA	A	D	SD
24.	It's a good idea to take the test immediately after watching the television lecture	SA	A	D	SD
25.	In the classroom, the instructor generally does a good job of teaching . .	SA	A	D	SD
26.	If I had a choice, I would prefer television lectures without theatrical skits	SA	A	D	SD
27.	The use of theatrical skits to teach tends to make the material more confusing	SA	A	D	SD
28.	In the television lectures, I prefer more lecture and fewer skits	SA	A	D	SD
29.	In general, the skits in the television lectures were good	SA	A	D	SD
30.	The skits in the television lectures were an enjoyable way to learn	SA	A	D	SD
31.	I generally enjoy attending class sessions	SA	A	D	SD
32.	I wish more lectures had been televised	SA	A	D	SD
33.	Filling in the outline is no different than taking notes	SA	A	D	SD
34.	The level of the material taught in this course is too elementary.	SA	A	D	SD
35.	The skits were a pleasant diversion from the rest of the television lecture . .	SA	A	D	SD
36.	I learn just as easily from skits as I do from lectures	SA	A	D	SD

APPENDIX E

TESTS

COMMUNITY & TECHNICAL COLLEGE
The University of Toledo

Marketing 706-137

TEST ON "ENVIRONMENTAL MARKETING" Part I

****
*
*NOTE! ... (1) This form is used in conjunction with the computer *
*record sheet (IBM Form No. 509). (2) Turn this sheet in with the *
*computer record sheet. (3) Be sure your correct identifying num- *
*ber (your personal Soc. Sec. number) has been pencilled-in onto *
*the computer record sheet at the top! (4) Assign your correct *
*Soc. Sec. number to your record sheet! (5) Pencil-in your last *
*name in the upper left hand corner of the red record sheet!!!! *
****

NOTE! This exam offers 10 multiple choice questions each worth 10 points. Read each question carefully; then, select the best answer. There is only one correct answer! Then transfer this selected option to your red record sheet. Do not select more than one answer!

This test covers only Part I of the television presentation titled: "Environmental Marketing"

---

1. Where is it? the spot in any store where the customer picks up a product, transferring ownership, is called:

   1. the point of no-return, 2. the point of origin, 3. the point of purchase, 4. the point of market analysis, 5. the point of complet- a sale.

2. What's it called? environmental marketing is that part of the "marketing mix" that deals with:

   1. modification in the store's environment
   2. modification in environment to comply with new Congress-passed Consumer laws
   3. the new philosophy of "vending machine service"
   4. the in-store "shopping hypothesis"
   5. the "paragon" theory of environment

3. How Many? how many products sit on the average American super- market shelf?

   1. 15,000 3. 12,021 5. 10,000
   2. 8,850 4. 4,460

4. How Many, again? how many products are introduced to supermarket shelves each year?

   1. 45 to 95
   2. 100 to 125
   3. 1,000 to 2,000
   4. 200 to 300
   5. 500 to 1,250

5. Again and again, how many? how many products fail to prove successful sellers out of those introduced annually to supermarket shelves?

   1. 50%
   2. 41%
   3. 84%
   4. 69%
   5. 80%

6. Demand Elasticity ... as defined by economists, demand elasticity:

   1. applies to the degree a product or service sells as its sales may be influenced by price
   2. is the degree a product or service penetrates its community
   3. relates to the degree a product maintains its standard inventory on a store's shelf
   4. represents the degree to which a rubber band, or rubber tire, expands and contracts
   5. shows the varying degrees to which the retail store is held in the public's affections

7. What are they? there are 3 categories of product movement influenced by environment. They are:

   1. non-responsive, utility use, frequently purchased
   2. non-responsive, general use, occasionally purchased
   3. all-responsive, frequently used, occasionally purchased
   4. slow response, fast response, so-so response
   5. satisfactory, unsatisfactory, and in-between

8. Other factors ... There are factors that influence sales. Which are applicable?

   1. seasons and climate, 2. geography and size of store, 3. number of employees and amount of promotion in the store, 4. all of the foregoing, 5. options 1 and 2

9. Environmental Elasticity ... in this sense environmental elasticity is defined as the degree of change in unit sales a product enjoys owing to changes in certain in-store factors, such as:

   1. all of the following
   2. square feet allocated to display of the product
   3. the position in the store a manager gives to the product
   4. the environment the manager builds into the store itself
   5. none of the foregoing

10. Which? suppose you're a supermarket manager. Now, based on cold, hard, profit-making facts, which of the items below would you give greatest environmental "push" to:

    1. one gross of whisk brooms (profit margin 40%)
    2. 4 dozen angelfood cakes, assorted flavors (profit margin 60%)
    3. 1,000 No. 10 size cans "Beaucaire" peaches (profit margin 30%)

(Yep! You're all done! Relax!)

COMMUNITY & TECHNICAL COLLEGE
The University of Toledo

Marketing 706-137

TEST ON "ENVIRONMENTAL MARKETING," PART II

* *
*NOTE! ... (1) This form is used in conjunction with the computer *
* record sheet (IBM Form No. 509). (2) Turn this sheet *
*in with the computer record sheet. (3) Be sure your correct *
*identifying number (Soc Sec number) has been pencilled-in onto *
*the computer record sheet at top! (4) Assign your correct Soc *
*Sec number to your record sheet! (5) Pencil in your last name *
*in the upper left hand corner of the red record sheet!!! *
* *
* *

NOTE! ... This exam offers 10 multiple choice questions each worth 10 points. Read each question carefully; then, select the best answer. There is only one correct answer! Then transfer this selected option to your red record sheet. Do not select more than one answer!

... This test covers only Part II of the television presentation titled: "Environmental Marketing" ...

1. Point-of-purchase advertising has 4 functions. They are:
   1. persuading and assisting
   2. reminding and persuading
   3. informing and merchandising
   4. none of the options shown here
   5. only options 2 and 3

2. What's he doing? ... if the manager of Gilbert's nearby shoe mart telephones you to say: "Mrs. Schmidt, you should know I now stock Gilbert shoes with FLEX-KRON 100% Sumatran never-wear-out overshoes, you realize immediately he is ...
   1. persuading and assisting you
   2. reminding and persuading you
   3. informing and assisting you
   4. persuading and multiplying you
   5. informing and merchandising you

3. Which? ... if you see a wire-spring sign on top a stack of sugar boxes that says: "Hey, Matilda, Mattie, 'n Betty! Canning season's just ahead!" you automatically know that this point-of-purchase sign is performing what function?
   1. demanding, 2. reminding, 3. persuading, 4. selling, 5. advertising

4. How to do it? ... one of the devices to increase sales used by top salesmen and supermarket managers is psychology. Which of the options below cost represents a psychological device used by supermarkets to sway customers toward them psychologically?

   1. give the prospect a pencil so his hands cannot assume an on-guard position

2. equip shopping carts with rubber tires to reduce friction with the floor
3. equip shopping carts with broad horizontal handles so both hands are required to push them
4. dim lights during bright sub-light hours so an atmosphere of lazy, hazy delight descends over shopping aisles
5. use the "kim-row" effect which deals with the effects of walking on hard, unyielding floors

5. Suppose ... assume you're employed at a supermarket. If you hear the manager say: "All right, boys, turn up soft music, put those panty-hose at eye level, and detour 'em past the baked goods!" you know he's engaging in:

   1. the strategy of snaring, 2. the strategy of loss-leadering, 3. "kim-rowing" his customers, 4. revving up the spirits of his sales people, 5. the strategy of positioning ...

6. Survey says wot? ... what percentage of in-store, on-the-spot, unplanned purchases make it worthwhile for store managers to manipulate the environment?

   1. it doesn't. the percentage of in-store purchases is small, say, about 23%
   2. it does. the percentage of in-store purchases is so large it's always worthwhile--about 96%
   3. none of these; the in-store percentage of purchases balances with those decisions made before entering the store, about 50-50
   4. none of these. A survey shows that 73% of unplanned purchases is the result of in-store influences
   5. well, I can't really say. I guess environmental influences don't affect any more than 41% of all purchases made, either out-of-store or in-store

7. You experience this occasionally ... suppose your mother says: "Dear, Walgreen's is running a sale on No. 10 white envelopes. You always use this size. Why don't you take this coupon and get 3 packs for the price of 1?" You know this is an in-store strategy called:
   1. a "barn-burner" bargain, 2. a strategic invitation, 3. a shelf-puller, 4. a manager's special, 5. a "loss leader"

8. The shopper suffers from what? ... if you pass a woman shopper near the soft drink section in a supermarket, and you hear her say: "Doggone it! I can't think anymore! These lights bother me!" ... you know she's suffering from:
   1. encloma, 2. kinesitis, 3. supermarket hypnosis, 4. shopper's fatigue, 5. supermarket chilblains

9. Hey, gang, here's a looney! ... suppose you hear a man shout inside a supermarket: "It's mine! All mine!" ... and he begins stuffing his shopping cart with cream puffs, jars of marinated herring, etc., you know he's suffering from:

1. an artificial environment of pleasant plenty, 2. an overwhelming supply of Christmas fruit cakes 3. an inadequate supply of oxygen, 4. a pin sticking him in the rear, 5. "arched reactions"

10. Now you check out! ... the supermarket checkout area is loaded with many low-cost, low-risk, desirable items. Which of the options below represents this strategy?
1. the strategy of "environmental traps," 2. "environmental plusses," 3. the strategy of "something for a lot of money," 4. indirected selling, 5. the strategy of soft lights, music, perfume, and rubber-tired carts (not noisy, free-wheeling, etc.) ...

(Yeah, man! You're all done!")

COMMUNITY & TECHNICAL COLLEGE Marketing 706-137
University of Toledo

TEST ON "POSITIONING," Part I

* *
*NOTE! ... (1) This form is used in conjunction with the computer *
*record sheet (IBM Form No. 509). (2) Turn this sheet in with the *
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*hand corner of the record sheet !!! *
* *

NOTE! ... This exam offers 10 multiple choice questions each worth 10 points. Read each question carefully; then select the best answer. There is only one correct answer!

1. The FINNS ... you heard this statement: "The Finns want Americans to prefer their vodka, and are racing to beat the Russians." This is an example of:
   1. merchandising, 2. multiplying, 3. the "kim-row" effect, 4. positioning 5. international persuading

2. CREATIVITY ... there are two schools of creativity in the United States. They are:
   1. the "USP" school 2. the Bernbach school 3. the Bailey school 4. only options 1 and 3 5. only options 1 and 2

3. ADVERTISING SHOWS IT ... you learned that Ultra-Brite advertising shows a prime characteristic of positioning. That prime characteristic is:
   1. advertisers name competitors and their products
   2. advertisers reverse the rules and make wild claims
   3. advertisers clear all advertising first with the Federal Trade Commission
   4. advertisers are limited to firm's name, name of product, and one major characteristic of that product
   5. advertisers, owing to high costs, mention less than 2 products in 1 single advertisement

4. WHY'D IT ARISE? ... you are aware of certain reasons for the rise of positioning in the United States. One such reason is:
   1. economic circumstances, 2. international complications, 3. excessive, lavish claims, 4. the "halo" effect, 5. advanced computer techniques

5. SINCE POSITIONING has arrived, advertisers seek:
   1. to establish a position with concrete proof, laboratory tests and performance facts and figures
   2. to establish themselves at the head of the parade
   3. to overwhelm readers and viewers with so many false facts and figures they believe these claims
   4. to answer each others' claims with even more high powered figures, tests, etc.
   5. knock each other down with progressively exhorbitant claims, proof, statistics, etc.

6. DEFINITION ... the definition of positioning is:

   1. "...the philosophy of programming a dominant characteristic of a computerized product."
   2. "...what careful sales techniques do for sales people."
   3. "...accepts the facts that in a structured economy all products tend to position themselves competitively."
   4. "...what advertising does for the product in the prospect's mind."

7. BIGGER'n BETTER ... all domestic automobile manufacturers want the motoring public to think their products are bigger, more powerful, more stylish, safer, and greater in value. However, one automobile manufacturer in the past said something totally reversed, and this represents the phenomenon of positioning. Which phrase below represents its position in the fight against domestic vehicle manufacturers? 1. "I'd walk a mile for a Cadillac." 2. "Toyota--the great drivers' preference." 3. "The VW will stay ugly longer." 4. "When better cars are built Buick'll build them." 5. "Wheathearts are the heart of the wheat."

8. THE HEART of all advertising is:

   1. offer the prospective buyer an opportunity to create wealth for his estate
   2. offer an exclusive justification to the consumer to change his behavior
   3. suggest the identical advantage at least 16 times to take advantage of the law of averages
   4. have the right product at the right place at the right time
   5. it's identical to sales: keep persuading until you overcome resistance

9. AN EXAMPLE : you learned from the lecture that probably the best example of positioning lies in Proctor & Gamble's advertising: TIDE makes clothes white. CHEER makes clothes whiter than white. BOLD makes clothes bright. In sum, P & G follows the definition of positioning. Which option below best represents positioning?
   1. "Bayer aspirin incorporates Tylenol, a powder made from aluminum."
   2. "Gleem II makes teeth pearly white, heavenly white with Fast-'n-Clean, a combination of baking powder and salt."

3. "Ajax incorporates Ajaxo with 12 1/2% greater cleaning power."
4. "Safe-'n-sure detergent--always when women want garden party leisure time."
5. "Glopolish from Johnson & Johnson offers the super-chemical symethicone."

10. THE B. R. BAKER COMPANY ... you learned that the B. R. Baker Company was once a leading Toledo, Ohio men's clothier, well-accepted and well-patronized. Eventually, however, the clothes buying men of Toledo did something to this company, its products, and its reputation. In short, the public
1. re-tooled the BRB Company 2. refused to accept the company's excessive, lavish claims 3. re-positioned the company, its services, and its products 4. continued to accept the company as an authority even though competition eventually overwhelmed it 5. shifted its loyalties to bigger stores in Detroit.

COMMUNITY & TECHNICAL COLLEGE
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TEST ON "POSITIONING" PART II

* * * *

4. VOLUME MERCHANDISING .. in the Toledo area there are various positions established by large-scale merchandisers: Lamson's, LaSalles, Sears, Mont-Ward, etc. What position does RINK's Bargain Barn represent?
   1. the department store position 2. the multiple-unit position 3. the discount position 4. the specialty store position 5. the regional/ethnic/geographic position

5. THE UNIQUE POSITION .. if "positioning" is an ordering of preferences for competing products in a prospective purchaser's mind, then which of the following attempts will position the product first in a buyer's mind of the basis of uniqueness?

   1. Sippity-doo-dah .. "insert end of straw into this hole and suck up delicious red pop from pastic bag"
   2. Faygo Red Pop (chuckle-chuckle-chuckle) "just twist the top and drink up"
   3. Squeamoh Indian Herb Tonic .. "pull 'um out cork and drink 'm up"

6. SOMETHING DIFFERENT .. when you hear a television announcer say: "Yardley offers not perfume, but skin incense!"
   ... you know very well these statements represent what position?
   1. the excessive claim position 2. the unique position 3. the "beat-'em-at-any-price" position 4. the ethnic and geographic position 5. the "no-gain" position

7. FAMOUS NAME .. the second most quickly recognized name in the U. S. today is Ronald MacDonald, the clown. MacDonald's fast-food chain uses this name and figure to position itself. What position is it seeking to maintain?
   1. a sober, industrious, fast-food reputation
   2. the image of circussy delight and thrills
   3. an attitude of community responsibility, cleanliness, and fast service
   4. an image of low-cost, fast-service, cleanliness
   5. a feeling of warmth and vigor for the eldery generation

8. MR. PIBB .. Coca-Cola's new entry into the soft drink market is now bucking all kinds of "go-go" drinks that accelerate through caffein, etc. However, Coca-Cola says: "Get a wooden nickel with any Mr. PIBB bottle you purchase and enjoy one free!", it is using what method of positioning?
   1. the "net-jet" position 2. the position of leadership 3. the image position 4. the give-something-away position 5. the sell-by-coupon position

9. IRISH SPRING .. Position No. 20 presents "Irish Spring" soap as an example of what position?
   1. same claim 2. multiple level 3. give-something-away 4. ethnic or geographic 5. self-declared number 1 position

10. POSITIONING .. said another way, positioning is where the marketer makes the product stand for something different, something it may not be. You can see this is Chevrolet's advertising, in MacDonald's advertising, and in Marlboro's advertising. Marlboros are the same old tobacco, same filter, same paper other tobacco producers offer, yet Marlboro has positioned itself through use of:
1. "we're first" claims 2. the image position 2. the soft-sell position 4. the push-&-pull position 5. the "leontine" position